

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140017 P015B140017

University of California/Regents

U.S. Department of Education

Office of Post Secondary Education

Center for International Education

National Resource Center

&

Foreign Language and Area Studies

Fellowships

Title VI, Higher Education Act of 1965, as amended

Proposal for Grant Project Period

2014 - 2018



Institute for South Asia Studies
University of California, Berkeley



SPONSORED PROJECTS OFFICE
2150 SHATTUCK AVENUE
SUITE 313, MC 5940

BERKELEY, CA 94704-5940
TEL: (510) 642-0120/FAX: (510) 642-8236
[HTTP://SPO.BERKELEY.EDU](http://SPO.BERKELEY.EDU)

June 24, 2014

U.S. Department of Education
Application Control Center
Attention: (CFDA Numbers 84.015A and 84.015B)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

RE: UCB Proposal Number: Phoebe #4193
Project Title: "National Resource Center and Foreign Language and Area Studies Fellowships"
UC Berkeley Principal Investigator: Professor Lawrence Cohen
Period of Performance: 8/15/2014 – 8/14/2018
Amount Requested: \$2,435,896

Dear IFLE NRC/FLAS Team:

The Regents of the University of California, Berkeley campus, is pleased to submit the enclosed proposal to the U.S. Department of Education, National Resource Centers Program/Foreign Language and Area Studies Fellowships Program, CFDA No. 84.015A/84.015B. The letter serves as an organizational letter of commitment.

The University representative to whom questions may be directed and with whom award negotiations may be conducted is Anna Lau, who may be reached at annalau@berkeley.edu or at (510) 642-8114.

Should this proposal be selected for funding, please issue award documents and attachments suitable to a non-profit, educational institution in the University's corporate name. Award documents should be sent to the following street address:

The Regents of the University of California
c/o Sponsored Projects Office
2150 Shattuck Ave, Suite 300
Berkeley, CA 94704-5904

If awards documents are to be sent electronically, they should be sent to SPOAWARDS@BERKELEY.EDU.

Thank you for your consideration of this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Anna Lau".

Anna Lau
Contract and Grant Officer

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Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

The Regents of the University of California

* b. Employer/Taxpayer Identification Number (EIN/TIN):

94-6002123

* c. Organizational DUNS:

1247267250000

d. Address:

* Street1:

c/o Sponsored Projects Office

Street2:

2150 Shattuck Avenue, Suite 300

* City:

Berkeley

County/Parish:

* State:

CA: California

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

94704-5940

e. Organizational Unit:

Department Name:

South Asia Studies

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Anna

Middle Name:

* Last Name:

Lau

Suffix:

Title:

Contract and Grant Officer

Organizational Affiliation:

Sponsored Projects Office

* Telephone Number:

510-642-0120

Fax Number:

510-642-8236

* Email:

annalau@berkeley.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A/84.015B

CFDA Title:

National Resource Centers Program
Foreign Language and Area Studies Fellowships Program

* 12. Funding Opportunity Number:

053014.1

* Title:

National Resource Centers Program
Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Resource Centers Program
Foreign Language and Area Studies Fellowships Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date * b. End Date **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="597,084.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="597,084.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions

Authorized Representative:

Prefix * First Name:


Middle Name

Last Name

Suffix

* Title * Telephone Number Fax Number * Email

* Signature of Authorized Representative:

* Date Signed

**U.S. Department of Education
Supplemental Information for the SF-424**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

* Phone Number (give area code): Fax Number (give area code):

* Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/19/2014

Name of Institution/Organization

The Regents of the University of California, Berkeley

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	146,483	150,915	155,346	161,080	0	613,824
2. Fringe Benefits	53,048	58,677	64,421	67,927	0	244,073
3. Travel	5,930	9,085	4,585	4,585	0	24,185
4. Equipment	0	0	0	0	0	0
5. Supplies	22,250	22,250	19,750	16,250	0	80,500
6. Contractual	0	0	0	0	0	0
7. Construction	0	0	0	0	0	0
8. Other	18,200	18,200	14,850	13,850	0	65,100
9. Total Direct Costs (lines 1-8)	245,911	259,127	258,952	263,692	0	1,027,682
10. Indirect Costs*	19,673	20,730	20,716	21,095	0	82,215
11. Training Stipends	331,500	331,500	331,500	331,500	0	1,326,000
12. Total Costs (lines 9-11)	597,084	611,357	611,168	616,287	0	2,435,896

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 2012 To: 06 / 30 / 2016 (mm/dd/yyyy)

Approving Federal agency: ED X Other (please specify): DHHS The Indirect Cost Rate is 56.5 %

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

___ Is included in your approved Indirect Cost Rate Agreement? or X Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
The Regents of the University of California, Berkeley						
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0	0
3. Travel	0	0	0	0	0	0
4. Equipment	0	0	0	0	0	0
5. Supplies	0	0	0	0	0	0
6. Contractual	0	0	0	0	0	0
7. Construction	0	0	0	0	0	0
8. Other	0	0	0	0	0	0
9. Total Direct Costs (Lines 1-8)	0	0	0	0	0	0
10. Indirect Costs	0	0	0	0	0	0
11. Training Stipends	0	0	0	0	0	0
12. Total Costs (Lines 9-11)	0	0	0	0	0	0
SECTION C - BUDGET NARRATIVE (see instructions)						

	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018	TOTALS
1. PERSONNEL					
A. Administrative					
1. Program Assistant II, Manali Sheth (pgs. 26, 39) (20%/100%) Composite Benefit Rate @ 44.60%-51.3%	\$7,951 \$3,546	\$8,194 \$3,900	\$8,440 \$4,262	\$8,692 \$4,459	\$33,277 \$16,168
Subtotal Administration	\$7,951	\$8,194	\$8,440	\$8,692	\$33,277
B. Programming					
1. Program Rep II, Puneeta Kala (pgs. 26-27, 39) (30%/100%) Composite Benefit Rate @ 44.60%-51.3%	\$16,291 \$7,266	\$16,780 \$7,987	\$17,283 \$8,728	\$17,801 \$9,132	\$68,155 \$33,113
2. Program Assistant II, Manali Sheth (pgs. 26, 39) (30%/100%) Composite Benefit Rate @ 44.60%-51.3%	\$11,932 \$5,322	\$12,290 \$5,850	\$12,659 \$6,393	\$13,039 \$6,689	\$49,920 \$24,254
3. Student Assistance (pg. 26) (1500 hours @ applicable rate) Composite Fringe Rate @0%	\$4,000 \$0	\$4,000 \$0	\$4,000 \$0	\$4,000 \$0	\$16,000 \$0
Subtotal Programming	\$32,223	\$33,070	\$33,942	\$34,840	\$134,075
C. Library Staff					
1. Vanessa Tait, Library Assistant IV (pg. 22) (37.5%/50%) Composite Benefit Rate @ 44.60%-51.3%	\$10,723 \$4,782	\$11,098 \$5,283	\$11,486 \$5,800	\$11,888 \$6,099	\$45,195 \$21,964
2. Student Assistance (pg. 22) a. Transfer print newspapers onto microfilm (400 hours @ applicable rate) Composite Fringe Rate @ 0%	\$1,000 \$0	\$1,000 \$0	\$1,000 \$0	\$1,000 \$0	\$4,000 \$0
Subtotal Library	\$11,723	\$12,098	\$12,486	\$12,888	\$49,195
D. LCTL Instruction					
1. Urdu lecturer (Full time) (pgs. 16-18) (33% / 100%)	\$19,802	\$20,495	\$21,213	\$23,038	\$84,548

	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018	TOTALS
Composite Benefit Rate @ 36.8%-42.6%	\$7,287	\$8,096	\$8,931	\$9,814	\$34,128
2. Punjabi lecturer (Full time) (pgs. 16-18) (67%/100%)	\$40,205	\$41,612	\$43,068	\$44,576	\$169,461
Composite Benefit Rate @ 36.8%-42.6%	\$14,795	\$16,437	\$18,132	\$18,989	\$68,353
3. Bengali lecturer (Full time) (pgs. 16-18) (50%/100%)	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
Composite Benefit Rate @ 0%	\$0	\$0	\$0	\$0	\$0
4. Telugu lecturer (Full time) (pgs. 16-18) (20% / 100%)	\$11,709	\$12,190	\$12,543	\$12,982	\$49,424
Composite Benefit Rate @ 36.8%-42.6%	\$4,309	\$4,815	\$5,280	\$5,530	\$19,934
Subtotal Instruction	\$81,716	\$84,297	\$86,824	\$90,596	\$343,433
F. Outreach Staff					
1. Program Rep II, Puneeta Kala (pg. 27) Outreach activities (20%/100%)	\$10,861	\$11,187	\$11,522	\$11,868	\$45,438
Composite Benefit Rate @ 44.60%-51.3%	\$4,844	\$5,325	\$5,819	\$6,088	\$22,076
2. Deolinda Adao (pg. 33) [This line item conforms with NRC Competitive Priority 1] Currently a faculty member at UCB and BCC, Deolinda will staff the Office of Global Engagement	\$2,009	\$2,069	\$2,132	\$2,196	\$8,406
Composite Benefit Rate @ 44.60%-51.3%	\$896	\$985	\$1,077	\$1,127	\$4,084
Subtotal Outreach Staff	\$12,870	\$13,256	\$13,654	\$14,064	\$53,844
TOTAL PERSONNEL	\$146,483	\$150,915	\$155,346	\$161,080	\$613,824
2. FRINGE BENEFITS					
Faculty Salaries @ composite rate	\$26,392	\$29,347	\$32,342	\$34,334	\$122,415
Staff Salaries @ composite rate	\$26,656	\$29,330	\$32,079	\$33,593	\$121,658
Student Salaries @ composite rate	\$0	\$0	\$0	\$0	\$0

	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018	TOTALS
TOTAL EMPLOYEE BENEFITS	\$53,048	\$58,677	\$64,421	\$67,927	\$244,073
3. TRAVEL					
A. Administrative Travel					
1. Each year includes 1 traveler to AAS meeting for AIIS, AIBS, SASLI board meetings and 1 traveler to Univ. of Wisconsin S.Asia conference for SASLI and SALRC meetings (pg. 10)					
2 trips @ average \$550 ea.	\$1,100	\$1,100	\$1,100	\$1,100	\$4,400
Estimated 6 days per diem @ \$ 265/day	\$1,590	\$1,590	\$1,590	\$1,590	\$6,360
2. Department of Education director meetings					
1 trip @ average \$550 ea.	\$550	\$0	\$0	\$0	\$550
Estimated 3 days per diem @ \$ 265/day	\$795	\$0	\$0	\$0	\$795
B. Librarian travel to India for acquisitions (pg. 22)					
1. 2015/16: 1 trip @ \$1700	\$0	\$1,700	\$0	\$0	\$1,700
estimate 10 days per diem @ \$280/day	\$0	\$2,800	\$0	\$0	\$2,800
C. Language lecturers travel for development of proficiency materials with SASLI (pg. 19)					
2 trips @ average \$550 ea.	\$1,100	\$1,100	\$1,100	\$1,100	\$4,400
Estimated 3 days per diem @ \$ 265/day	\$795	\$795	\$795	\$795	\$3,180
TOTAL TRAVEL	\$5,930	\$9,085	\$4,585	\$4,585	\$24,185
4. SUPPLIES					
A. Library (pgs. 21-23)					
1. Library acquisitions (monographs, journals, slides and CD-Roms)	\$5,000	\$5,000	\$5,000	\$4,000	\$19,000
B. Office supplies, copying, communication					
1. Newsletter (pg. 36)	\$4,000	\$4,000	\$3,000	\$2,500	\$13,500
2. Other supplies/Center operation (general office supplies including lecture supplies, computer software lecture/seminar equip. rental, equip maintenance, etc.)	\$5,000	\$5,000	\$4,000	\$3,000	\$17,000

	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018	TOTALS
C. Berkeley Language Center (pg. 19)					
1. Berkeley Language Center (lang. teacher trng. materials)	\$1,000	\$1,000	\$1,000	\$500	\$3,500
D. Teacher workshops (pgs. 28-32)					
1. ORIAS workshops jointly with other Berkeley Title VI Centers	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
2. UCBHSPP workshops, jointly with other Berkeley Title VI Centers [This line item conforms with NRC Competitive Priority 2]	\$2,500	\$2,500	\$2,500	\$2,000	\$9,500
3. Joint SA/ SEA Teacher's workshops (pg. 18)	\$250	\$250	\$250	\$250	\$1,000
E. Supplies specific to annual themes (pgs. 37-39)					
Public Health	\$2,500	\$0	\$0	\$0	\$2,500
Politics	\$0	\$2,500	\$0	\$0	\$2,500
Middle Class	\$0	\$0	\$2,000	\$0	\$2,000
Religion	\$0	\$0	\$0	\$2,000	\$2,000
TOTAL SUPPLIES	\$22,250	\$22,250	\$19,750	\$16,250	\$80,500
5. OTHER					
A. Visiting lecturers/Lecture series					
Professional service fees @ 3 x \$500. ea.	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
Travel expenses 3 @ \$600 each	\$1,800	\$1,800	\$1,800	\$1,800	\$7,200
B. Annual Seminar/Workshop series (pgs. 37-39)					
1. 2014-2015 Public Health					
Professional service fees @ 4 x \$500. ea.	\$2,000	\$0	\$0	\$0	\$2,000
Travel exp: 4 @ \$600	\$2,400	\$0	\$0	\$0	\$2,400
2. 2015-2016 Politics					
Professional service fees 4 @ \$500. ea.	\$0	\$2,000	\$0	\$0	\$2,000
Travel exp: 4 @ 600	\$0	\$2,400	\$0	\$0	\$2,400
3. 2016-17 Middle Class					
Professional service fees 3 @ \$500. ea.					
Travel exp: 3 @ 600	\$0	\$0	\$1,500	\$0	\$1,500
4. 2017-18 Religion					
Professional service fees 3 @ \$500. ea.			\$1,800	\$0	\$1,800

	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018	TOTALS
Travel exp: 3 @ 600	\$0	\$0	\$0	\$1,500	\$1,500
	\$0	\$0	\$0	\$1,800	\$1,800
C. South Asia Summer Language Institute (pg. 9-10)					
NRC contribution to SASLI in collaboration with SALRC	\$8,000	\$6,000	\$6,000	\$5,000	\$25,000
D. Collaboration with Mission College (p. 34) (in cooperation with UCB's IEAS and CSEAS) [This line item conforms with NRC Competitive Priority 1]	\$500	\$500	\$250	\$250	\$1,500
E. Evaluation of the Center's programs (pgs. 43-44)					
Professional service fee for evaluator @ \$1000	\$0	\$1,000	\$0	\$0	\$1,000
Travel expenses @ \$1,000	\$0	\$1,000	\$0	\$0	\$1,000
Surveys to evaluate programs	\$500	\$500	\$500	\$500	\$2,000
International education consultant fees @ 1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
TOTAL OTHER	\$18,200	\$18,200	\$14,850	\$13,850	\$65,100
TOTAL DIRECT COSTS	\$245,911	\$259,127	\$258,952	\$263,692	\$1,027,682
INDIRECT COSTS @ 8 %	\$19,673	\$20,730	\$20,716	\$21,095	\$82,215
TOTAL NRC COSTS	\$265,584	\$279,857	\$279,668	\$284,787	\$1,109,896

FLAS BUDGET (all meet FLAS Competitive Preference Priority2 (fellowships in the priority languages) and FLAS Invitational priority) (pgs. 48-50)

Academic year (graduate students)

8 awards each year

Institutional Payment (@\$18,000 each)

Subsistence Allowance (@\$15,000 each)

Academic year (undergraduate students)

1 award each year

Institutional Payment (@\$10,000 each)

Subsistence Allowance (@\$5,000 each)

(/) = % annual salary paid by US/DE / % time devoted to Institute

	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018	TOTALS
Total academic year	\$279,000	\$279,000	\$279,000	\$279,000	\$324,000
Summer (graduate students)					
5 awards each year					
Institutional Payment (@ \$5,000 each)	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Subsistence Allowance (@ \$2,500 each)	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500
1 award as NRC contribution to SASLI					
Institutional Payment (@ \$5,000 each)	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
Subsistence Allowance (@ \$2,500 each)	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
Summer (undergraduate student)					
1 award each year					
Institutional Payment (@ \$5,000 each)	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
Subsistence Allowance (@ \$2,500 each)	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
Total summer	\$52,500	\$52,500	\$52,500	\$52,500	\$97,500
(If the institutional payment exceeds actual U.C. Berkeley fees, the remaining funds will be applied to additional FLAS grants.)					
(If U.C. Berkeley fees exceed the institutional payment, CSAS will pay the remaining amount out of non-Federal funds.)					
TOTAL ACAD YR AND SUMMER FELLOWSHIPS (FLAS)	\$331,500	\$331,500	\$331,500	\$331,500	\$421,500
TOTAL NRC AND FLAS BUDGET	\$597,084	\$611,357	\$611,168	\$616,287	\$2,435,896

BUDGET NARRATIVE

Institute for South Asia Studies, UC Berkeley

The proposed 2014-2017 budget for UC Berkeley's South Asia National Resource Center is designed to achieve the greatest good from a small proportion of seed dollars. Most projects will be jointly or entirely funded by existing Berkeley resources, with NRC funds applied to priority projects that are likely to leverage future support.

The PI has determined that this is a major project, as defined by OMB Circular A-21, and that it meets A-21 requirements for direct charging of administrative expenses. This project involves extensive data accumulation and analysis on an on-going basis, in order to monitor and evaluate work and meet US Department of Education requirements for reporting and tracking. All effort and expenses charged to this project will be for services specific to the project, and not for general support of the academic activities of the faculty or department. In addition, effort charged to this project can be specifically identified to the project.

The total first-year direct-cost request for Salaries is \$146,483 and \$53,048 for Benefits, for a total of \$199,531. Salary and benefits facilitate the primary activities of the NRC, including teaching and outreach, and in all cases represent only small fractions of individual salaries. However, this support enables new activities that will lead to long-term improvements in the program and curriculum. Please note that Berkeley recently introduced a "composite benefits" system that was negotiated with the federal government. For 2014-15, benefits rates are fixed at 36.8% for academics, and at 44.6% for staff. Rates will rise annually, and are expected to reach 42.6% for academics and 51.3% for staff by 2017-18.

The first year request for Travel, \$5930, is just 2% of the overall budget, but will allow our language lecturers to attend pedagogy workshops, and our director to attend NRC-related meetings and South Asia consortium board meetings. This request is a small portion of what ISAS actually pays to support faculty and staff development activities. In the first year we have budgeted \$22,250 for "Supplies and Expenses" which include library acquisitions, supplies for the Berkeley Language Center, supplies for K-14 workshops (consistent with the NRC Absolute Priority, and the two NRC Competitive Preference Priorities), and expenses related to our yearly programmatic themes. We are able to support the existing ORIAS programs that continue to meet NRC teacher training goal to develop curriculum for K-12 and community college instructor for a modest \$2000 per year because we not only share costs among the NRCs but the salary for the coordinator, Michele Delattre, has been picked up by the Berkeley administration, and is no longer charged to the NRCs.

"Other" requests seed funding for a large number of activities, including modest costs to facilitate our plan to bring Asia into the classrooms of Mission College and its partners, support of the South Asia Summer Language Institute (SASLI), our annual workshop series, and evaluation of the Institute's programs. Because we will share costs with seven other NRCs on the Berkeley campus, many of these activities can be funded at a relatively low cost per center, while achieving maximum impact.

The FLAS budget requests eight graduate awards and one undergraduate award each academic year and five graduate, one undergraduate, and one contribution to SASLI awards each summer. While this request pushes the limit of the recommended FLAS budget, we feel it is justified by strong demand. Berkeley shows its commitment to funding students through FLAS awards by waiving non-resident tuition fees and by supplementing subsistence allowances for incoming students.

University of California's Policies and Procedures on Equitable Access **Pursuant to GEPA 427**

The University of California, in accordance with applicable Federal and State Law and the University's nondiscrimination policies, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment.

University of California's Policies and Procedures

Student-Related Matters

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. The campuses of the University of California include comprehensive and holistic admissions criteria, and all campuses maintain pro-active retention programs targeting underrepresented minorities. Campuses also support various initiatives to help schools and communities foster a college-going culture and to make a measurable difference in student achievement with strategic, sustained academic support. In sum, the University of California places a strong emphasis on being ethnically diverse while also promoting actions intended to better teach, prepare, support and increase the probability of higher education success for students from all ethnic and socio-economic backgrounds.

Program Accessibility

No qualified individual with a disability shall be denied, on the basis of that disability, the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any of the University's programs, services, or activities because University facilities are inaccessible to, or unusable by, individuals with disabilities. The University must make its programs, services, and activities accessible to and usable by any qualified individual with a disability, unless doing so would result in a fundamental alteration to the nature of its programs, services, and activities, or would result in undue financial and administrative burdens.

Employment Practices

The University of California is an affirmative action/equal opportunity employer and, as such commits itself to undertaking affirmative action, consistent with its obligations as a Federal

contractor. Such action is taken to assure equal employment opportunity for minorities and women, for persons with disabilities, and for special disabled veterans, Vietnam era veterans, and any other veterans who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized.

In conformance with Federal regulations, written affirmative action plans are prepared and maintained by each campus of the University. Such plans are reviewed and approved by the Office of the President and the General Counsel before they are officially promulgated. Efforts are also made to advertise widely with the intent of assuring a diverse applicant pool thereby increasing the likelihood of hiring individuals from protected groups and categories. Special efforts are made to include minorities and women on search committees and to reach out through a variety of media to attract minority and female candidates. Special efforts are also made to retain faculty and staff and to ensure a climate of civility and respect for diversity in an atmosphere of academic freedom that is considerate and tolerant of the ideas of others.

UC Berkeley statement

Reasonable Accommodations for Individuals with Disabilities

It is the responsibility of each department on the Berkeley campus to provide reasonable accommodations to disabled staff, faculty, students, and members of the public participating in departmental programs. Accordingly, the University must: 1) assist campus departments with determining whether reasonable accommodations may be needed; 2) provide procedures for campus departments to obtain technical assistance and centralized review so they may respond promptly and effectively to requests for accommodations; and 3) provide guidelines and information about funding reasonable accommodations.

Equity, Inclusion, and Diversity

The University's nondiscrimination policies go far in urging its people to follow principles of equity and inclusion. However, while UC Berkeley is a diverse campus, it does not mean that the campus is a completely equitable and inclusive place. As an illustration, in 2012, while 5% of California's high school graduates were African American and 34% were Hispanic, UC Berkeley enrolled only 3% African American students and 13% Hispanic students as incoming students that year. Retention and graduate rates for these underrepresented student populations are not as high as for white or Asian students.

On the faculty side, overall representation of female ladder-rank faculty at UC Berkeley compares well with national peer institutions; however, the demographic breakdown by gender and ethnicity of tenured and tenure-track faculty does not mirror the national availability pool of doctoral degree recipients, and disparities also exist in advancement and promotion rates.

UC Berkeley staff reflects the diversity of the state of California. Yet, women, African Americans, Asian Americans, Hispanics, and Native Americans are underrepresented at the executive and management levels. In this regard and in response to a 2014 Campus Climate Survey, the University's Chancellor has announced new campus initiatives to foster a more

inclusive campus, promote a “professionals of color” leadership development program. And also establish a task force to examine the challenges faced on campus by people of color.

The University’s Strategic Plan for Equity, Inclusion, and Diversity specifically aims to achieve institutional change by embedding the principles of excellence, equity, and inclusion into every campus unit. At the heart of the plan, overseen by the University’s Vice Chancellor of Equity, Diversity and Inclusion, is the public mission of the University of California — to welcome and serve all segments of California’s population, and to conduct cutting-edge research, teaching, and public service in all disciplines, particularly in the fields that are most pressing for the economic, social, intellectual, and educational development of the state.

Equitable Access and the Proposed Project under the National Resource Centers and Foreign Language and Area Studies Fellowships Programs (CFDA 84.015A&B)

Under the grants from the US Department of Education Title VI National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) Fellowships Programs, we are proposing the types of activities outlined below.

Support for Area Studies Instruction

We propose to support and add to the area courses of instruction in our world area. In order to make these courses accessible to all qualified students at the university, we will work with the Disabled Students' Program (DSP) to ensure that all students with disabilities have equal access. DSP services include academic advising, academic accommodations, attendant referral, assistive technology, disability access services, disabled students grants, financial advising, housing services, priority enrollment, and a residence program. Immediate classroom services include note-takers, readers, sign language interpreters, real-time captioning, assistive listening devices, alternative media and proctoring services.

Except in the study of world areas to which they identify as heritage students, our area studies programs historically have had only a small percentage of underrepresented minority student populations, such as Black, Hispanic, and Native American. We will work with our partner Minority Serving Institutions and community colleges in California to bring more attention to these programs for these students.

Support for Language Instruction

We propose to support and add to the courses of language instruction in our world area. The same services mentioned above under Area Studies Instruction apply to students enrolled in language courses. The Berkeley Language Center (BLC) also provides faculty and students with state-of-the-art learning facilities and equipment. With these facilities, students with learning disabilities are able to take advantage of different learning technologies and media as well as to put in any additional study time needed to become proficient in a language.

Public Outreach

We propose to support programs that reach out to the public, government officials, and business representatives to better inform these constituencies about issues in our world area

relevant to them. In order to accommodate individuals who may have special accessibility needs, we will consult with the campus Disability Access Services, which provides information and assistance to the campus community and individuals with disabilities who require access to participate in University sponsored non-course related programs or activities. We will also schedule events in wheelchair accessible buildings and rooms. We will place an accessibility contact statement on all publicity, including print ads, web pages, flyers, etc. The statement will provide an event contact and information about how to request accommodations such as sign language interpreting and real-time captioning. We will also provide alternative media for visually impaired attendees, such as voice recording of the program, when requested in advance. For web access issues, we will work with a campus group that helps web administrators and developers make their sites more accessible for all.

K-14 Outreach

We propose to provide projects that include teacher training activities on the world area of our center. In order to accommodate individuals who may have special accessibility needs, we will provide the services stated above in the Public Outreach section. Many of the services described in the Area Studies Instruction and Language Instruction sections are also suitable for assisting disabled teachers who come to our teacher training programs.

In order to reach out to historically underserved minority populations, we will work with our partner community colleges in California to engage these instructors with our teacher-training programs.

Foreign Language and Area Studies Fellowships

We propose to provide fellowships to eligible students to become proficient in the languages of our world area, particularly less commonly taught languages. The same services mentioned above under Language Instruction and Area Studies Instruction apply to students receiving these fellowships as they are required to enroll in language and international and area studies courses.

APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017
--

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia/East Europe / Eurasia	<input type="checkbox"/>
South Asia	<input checked="" type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor’s CV.

[illegible]

LIST OF ABBREVIATIONS

AAS	Association for Asian Studies	FAFSA	Free Application for Federal Student Aid
ACTFL	American Council on the Teaching of Foreign Languages	FLAS	Foreign Languages and Area Studies
AIBS	American Institute of Bangladesh Studies	FTE	Full time Employment
AIIS	American Institute of Indian Studies	GEPA	UCB equal access policies
AIPS	American Institute of Pakistan Studies	GFO	Graduate Fellowships Office, UCB
ARL	Association of Research Libraries	GSPP	Goldman School of Public Policy, UCB
AY	Academic Year	GSI	Graduate Student Instructor
BA	Bachelor of Arts	GSR	Graduate Student Researcher
BALIS	Bay Area Libraries Information System	IASTP	International and Area Studies Teaching Program
BCC	Berkeley City College	IEAS	Institute of East Asia Studies
BLC	Berkeley Language Center, UCB	ILR	Interagency Language Roundtable
BPSA	Berkeley Program for Study Abroad, UCB	ISAS	Institute for South Asia Studies, UCB
BULPIP	Berkeley Urdu Language Program in Pakistan	JNU	Jawaharlal Nehru University, India
CASLS	Center for Applied Second Language Studies, University of Oregon	LUMS	Lahore University of Management Sciences, Pakistan
CEP	Center for Educational Partnerships, UCB	LCTL	Less Commonly Taught Languages
CLASS	Cooperative Library Agency for Systems and Services	LGBT	Lesbian, Gay, Bisexual, Transgendered
CONSALD	Committee on South Asia Libraries and Databases	NRC	National Resource Center
COTSEAL	Council of Teachers of Southeast Asian Languages	ORIAS	Office of Resources for International and Area Studies, UCB
CSEAS	Center for Southeast Asia Studies, UCB	ORU	Organized Research Unit
DSSEAS	Department of South and Southeast Asia Studies, UCB	SAO	Student Affairs Officer
EAP	Education Abroad Program, UC	MA	Master of Arts
EOP	Educational Opportunity Program, UCB	PhD	Doctor of Philosophy
		SACAP	South Asia Collective Acquisitions Program
		SALRC	South Asia Language Resource Center
		SAO	Student Affairs Officer, UCB
		SASLI	South Asian Summer Language Institute

SCCCD	State Central Community College District, Fresno	UCB	University of California at Berkeley
SSRC	Social Science Research Council	UCBHSSP	UC Berkeley History-Social Science Project
STEM	Science, Technology, Engineering, and Math	UKIERI	UK-India Education Research Initiative
TA	Teaching Assistant	US	United States
TISES	Tata International Social Entrepreneurship Scheme	USDE	United States Department of Education
UC	University of California	VCRO	Vice Chancellor for Research's Office

**Institute for South Asia Studies
University of California, Berkeley**

One of the world's leading institutes for research and programs on South Asia, the Institute for South Asia Studies (ISAS), the hub of Berkeley's South Asia programs, works with faculty members, graduate students, community members, private institutions, and non-profit organizations to deepen understanding of the region and to create new generations of scholars of South Asia. The study of South Asia is offered at both the undergraduate and graduate levels, complemented by an internationally recognized faculty and academic staff, a broad array of courses, degrees with extensive disciplinary and regional coverage, and a firm commitment to Outreach for educators, the media, businesses, and the general public.

The activities of the ISAS encompass on-campus and off-campus programs; direct support for teaching at Berkeley and curriculum and materials support for schoolteachers and college faculty; information center activities for students and faculty; a link to South Asia resources at Berkeley for media, business, government and the community; and support for the most significant library of South Asia materials in the West. Our faculty includes 48 specialists who devote 50% or more of their teaching and research time to South Asia; courses by other faculty outside of this group that have significant South Asia components are shown in Appendix 1.

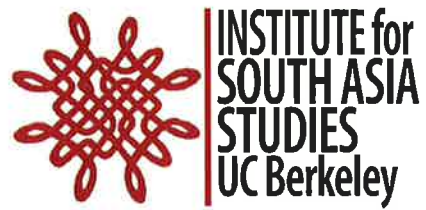
Berkeley offers undergraduate and graduate degrees with a South Asia emphasis in several departments and professional schools. We offer Hindi, Tamil, Urdu, Sanskrit and Persian languages to the Ph.D. level as well as training in Punjabi, Bengali, Telugu, Pali, Prakrit, and Vedic Sanskrit. To train graduate students, South Asia coursework at Berkeley is available in a range of humanities, social science and professional school departments. Berkeley is one of the nation's only institutions offering both major and minor concentrations in the study of the culturally, economically and strategically important but understudied countries of South Asia, including an emphasis on not only India, but Pakistan and Bangladesh as well.

During the proposed grant period 2014-2018, we intend to maintain and build upon our preeminence in South Asia language and area training involving units in the humanities and social sciences, engineering, and professional schools and colleges. Our already strong language programs will be further enhanced by rigorous proficiency standards and measures developed in partnership with the Berkeley Language Center (BLC) on campus and the South Asia Summer Language Institute (SASLI). We look forward to a continuing to increase the number of underrepresented students entering study abroad programs in the region, and still further growth in our already outstanding rate of successful grant applications for faculty research in the region. During this grant period, we will also increase our commitment to K-14 Outreach with an enhanced plan that continues our successful partnership with ORIAS as well as introduces several new collaborations with minority serving institutions and community colleges.

Continuing additions to our South Asia faculty strength continue to build a unique mix of younger and senior faculty with enhanced opportunities for interdisciplinary research and teaching. This has also facilitated our highly successful South Asia scholarly events--conferences, speakers and symposia--and instructional programs around contemporary themes.

We anticipate that the proposed grant period, 2014-2018, will witness critical strategic, economic and cultural developments in South Asia and that UC Berkeley's Institute for South Asia Studies will continue to build its faculty, programs, and community linkages to remain one of the nation's premier resources for the understanding of this diverse region that is vital to US national interest.

Project Narrative



1. COMMITMENT TO THE SUBJECT AREA

1.A. Institution provides financial and other support.

1.A.a. The operation of the Institute or program: The University of California at Berkeley's (UCB) commitment to South Asia Studies dates to the University's first Sanskrit course in 1897. In 1906, the appointment of Arthur Ryder ushered in a comprehensive Sanskrit program and library collection, making South Asia Studies at Berkeley the second oldest in the nation. More than a century later, Berkeley remains a vital center of South Asia Studies, continually redefining the scope and relevance of the field while maintaining the rigorous standards of this legacy. One of the richest programs in the country for the study of South Asia is offered at both the undergraduate and graduate levels, complemented by an internationally recognized faculty and academic staff, a broad array of courses and degrees with extensive disciplinary and regional coverage, strong ties with professional schools and programs, and a firm commitment to outreach for educators, the media, businesses, and the general public.

The hub of Berkeley's South Asia program is the Institute for South Asia Studies (ISAS). One of the world's leading institutes for research and programs on South Asia, ISAS works with faculty members, graduate and undergraduate students, K-14 institutions, community members, private companies, non-profit organizations, and universities in the US and in South Asia, to deepen understanding of the region and to create new generations of scholars of South Asia. Our National Resource Center's (NRC) mission is carried out through the ISAS, which has 48 affiliated faculty, academic and professional employees, and part-time staff.

ISAS was formerly the Center for South Asia Studies (CSAS). Its recent advancement to the status of an Institute was promoted by the University Academic Senate and the Vice Chancellor for Research's Office (VCRO) and highlights widespread campus recognition for a program that is both innovative and critical to promoting research, teaching, and community service across the disciplines and professions. This significant expansion into an Institute is complemented by two intellectual transformations that have come to fruition over

the last cycle. First, ISAS has transitioned from a dominant focus on India toward a vigorously interregional understanding of South Asia, one incorporating a significant focus on all the countries of the region and with particular attention to Pakistan, Bangladesh, Sri Lanka, and Nepal. Second, ISAS has transitioned from supporting primarily basic research in social science and humanities disciplines to integrating these continued strengths with applied research in professional fields including engineering, business, public policy, information science, urban planning, and public health.

Specifically for the ISAS, the University provides a direct budget line item for the full salary of the Institute Chair, the Institute Vice Chair, a portion of the Program Director's salary, a portion of the Finance/Program Assistant's salary, more than 50% of the salary for a student assistant, as well as an office suite.

Table 1.1 UC Berkeley Institutional Commitment to South Asian Studies, 2013-14	
Category	Support
Administrative staff	\$490,000
South Asian Language Faculty	\$500,000
Non-Language Faculty	\$2,940,000
Library Personnel	\$600,000
Language Support Staff	\$180,000
Outreach Staff	\$200,000
Fellowship and Student Aid	\$2,150,000
Total University Commitment	\$7,060,000

Last year, the University assisted ISAS in various personnel, accounting, computer support, and grant support functions in the amount of \$490,000. In addition, UCB provides one month of summer salary or one course buyout for the Chair in the amount of \$24,300 and visiting scholar exchange in the amount of \$9,560

(20% of the FTE). Table 1.1 provides a summary of the University's other financial contributions for last year.

1.A.b. Teaching staff: Given the level of competition and the budgetary crises that California has faced, it is no small matter that UCB supports South Asian studies to such a significant extent. Of the 48 South Asia faculty, more than half have tenure or are tenure-track, and all receive their salary and benefits directly from the University. In any given semester, UCB supports between 85 and 120 courses with significant South Asia content. As a group, the faculty at Berkeley leads the field of South Asia Studies from Less Commonly Taught Languages (LCTL) to Science, Technology, Engineering and Math (STEM), and are known to be dedicated teachers offering a relevant, diverse and future-oriented South Asia studies curriculum (Appendix 1, 2).

1.A.c. Library resources: UC Berkeley's world-renowned library system is one of the top ranked among

universities internationally. It includes the main Doe Library and 22 branch libraries, which together account for more than 11 million volumes. The library's South Asia acquisitions budget for held steady for 2013-14, and totaled \$128,000 for the purchase of monographs and serials from South Asia. Another \$10,000 funded South Asia materials in English and Western European languages. This was the result of the steady commitment to area studies collections by the library despite severe across the board budget cuts (Criterion 5).

I.A.d. Linkages with institutions abroad: The Berkeley Programs for Study Abroad (BPSA) provides a variety of opportunities for faculty and undergraduate and graduate students. With its nine FTE career staff, between 2009-2014, BPSA helped 4,673 UCB students study abroad in semester or year-long programs run by the UC wide Education Abroad Program (EAP). Through EAP, the university subsidizes undergraduate study at the University of Delhi and the University of Hyderabad, as well as a full-time faculty advisor resident.

During this past grant cycle, we have established international partnerships with two important educational institutions in Pakistan (**NRC Invitational Priority**). Habib University is a liberal arts and sciences university that aims to bridge the gap between global academia and Pakistan. The founders of the university, the Habib family, have endowed an annual lecture series at UCB designed to improve and diversify conversations about Pakistan in the United States, as well as to create opportunities for US and Pakistan-based scholars to dialogue. Through this partnership, we plan to offer opportunities for exchanges for faculty and graduate students between the two universities.

In September 2013, ISAS received a \$3.1 million grant from the US government to re-establish, in collaboration with the American Institute of Pakistan Studies (AIPS), the Berkeley Urdu Language Program in Pakistan (BULPIP). Founded in 1973, BULPIP's purpose was to provide intensive Urdu language training to American students, scholars, and teachers, who had research and professional interests in Pakistan, Islam, the Muslim communities of South Asia, and Urdu language and literature. After a short hiatus given the political uncertainties of the past decade, the new program, BULPIP-AIPS will be based at the Lahore University of

Management Sciences (LUMS) in Pakistan and will allow ten US-based students to spend fifteen-weeks each year to study Urdu language through an intensive Urdu language immersion program. The first cohort of students will begin classes at LUMS in August 2014. This program is the only one of its kind in the United States and represents a critical bridge to building scholarly and professional ties with Pakistan.

In addition, recent international collaborations to conduct joint research, conferences, and student exchange programs have included institutions such as Jawaharlal Nehru University (JNU), University of Delhi, Center for Women in Developing Societies, Centre for Policy Research, and the Centre for the Study of Developing Societies in Delhi; the Center for Study of Social Sciences, Jadavpur University and Calcutta University in Kolkata; Indian Institute of Science and Indian Institute of Human Settlements in Bangalore; the Indian Institute of Technology, Bombay and Kharagpur, and Tribhuvan University, Nepal.

In the next cycle, we will develop partnerships with two important universities in Bangladesh: BRAC University established by BRAC, the largest non-governmental organization in the world, and the Business School at the Independent University in Bangladesh. These partnerships reflect Berkeley's historic role in the last cycle in establishing the first ever Center for Bangladesh Studies in the United States, discussed below.

UCB is also one of the nation's most active host institutions for foreign scholars and students. In 2013, Berkeley hosted 5,645 international students from 120 different countries. In Fall, 2013, the campus hosted 487 students from India; this was a 16% increase in students from India from the year before.

1.A.e. Institute outreach activities: UCB supports much of our K-14 outreach through ORIAS (Office of Resources for International and Area Studies), which facilitates teacher training and curriculum development with the help of ISAS staff and faculty (Criterion 7). The university supports the salary for ORIAS coordinator, M. Delattre, in the amount of more than \$55,000 per year. During this cycle, ISAS will continue to work with ORIAS to develop South Asian language training workshops for K-14 teachers (**NRC Absolute Priority**).

ISAS (along with the seven other NRCs at UCB) is also now officially partnered with the Center for

Educational Partnerships and the Educational Opportunity Program (EOP), both campus-funded programs of UCB's Division of Equity and Inclusion, to expand outreach efforts to community college students and underrepresented students at UCB and create pathways to study abroad opportunities, South Asian-related research, and to foreign language courses. The Division of Equity and Inclusion recently awarded our eight centers a \$10,600 grant to develop a 1-unit course that will address cultural and financial obstacles to study abroad and international research opportunities for traditionally underrepresented and community college transfer students. **(NRC Competitive Priority 1).**

1.A.f. and 1.B. Student support: Every South Asia studies focused graduate student receives sufficient support through a University fellowship, teaching or research appointment, or work-study job. The Department of South and Southeast Asian Studies (DSSEAS) guarantees students admitted into the MA/PhD program a minimum of five years of funding of at least \$22,000 per year; there is not a fellowship quota or a maximum amount the department can allocate.

UCB awards first-year Foreign Language and Area Studies (FLAS) recipients an additional \$1,000, and covers the \$15,102 out-of-state tuition for entering students. For continuing students, Graduate Division will award an additional \$500 stipend and for the summer, a \$1000 stipend to Berkeley graduate students. This institutional support is significant additional funding for incoming ISAS FLAS awardees above and beyond their FLAS awards. Furthermore, the Graduate Fellowship Office (GFO) provides 40% of the FTE for the Fellowship Coordinator of FLAS.

2. QUALITY OF CURRICULUM DESIGN

2.A. Undergraduate instruction: UC Berkeley remains the only institution in California, and one of only two on the West Coast, to offer a comprehensive South Asia studies program at both the undergraduate and graduate levels. In addition to a BA, MA and PhD in South Asian Studies, UCB students in other departments can opt for a minor in South Asian Studies.

2.A.a. Requirements for undergraduate training program: The curriculum demands rigorous training in language and culture. DSSEAS offers Hindi, Sanskrit, Tamil and Urdu at all levels, and since 2006-07, intermediate Punjabi and Bengali as well. Since 2008, DSSEAS has offered Telugu at the beginning level, and at the intermediate level from 2010 (Criterion 4). Intensive study in at least two of these is a requirement in DSSEAS for all language-focused graduate students, and one for undergraduate students. Undergraduates choose a concentration in South Asian Civilizations or South Asian Languages and Literature, both of which require four semesters of coursework on South Asian culture and civilizations. Students go on to complete a minimum of nine additional upper-division courses focusing on South Asia; in consultation with a Student Affairs Officer (SAO), South Asia Civilizations students select an area of interest such as religion or art history to pursue interdepartmentally, while Languages and Literature students complete at least four additional semesters of language work. The goals and expectations of students in this major are clearly outlined in the following website (<http://sseas.berkeley.edu/programs/undergraduate/learning-goals>)

Courses within DSSEAS represent only a fraction of the large body of South Asia curricula available for undergraduates throughout Berkeley, and cross-listing between departments occurs frequently to provide diversity and flexibility in a student's chosen course of study. Moreover, the many South Asia content courses offered for Berkeley undergrads satisfy mandatory breadth requirements for many disciplines, including Anthropology, Asian Studies, History of Art, Sociology, Comparative Literature, Political Science, Development Studies, History, Film Studies, Religious Studies and others. South Asia content courses are also extremely popular options to satisfy the American Cultures and Rhetoric requirements mandated by all departments at Berkeley (Criterion 3.B and 3.C).

Other courses related to South Asia are offered through the Blum Center for Developing Economies, which houses the extremely popular Global Poverty and Practice Minor that seeks to train students in the study and analysis of global poverty. Launched in 2007, the Minor explores the ethics of global citizenship, and

students take core courses that address issues of poverty and inequality in South Asia and throughout the world.

2.A.b. and 2.A.d. Training options for graduate students from a variety of disciplines and professional fields: Specific courses of instruction concentrating on South Asia are offered to graduate and undergraduate students in the departments, programs, or schools of Anthropology, Art History, Buddhist Studies, City and Regional Planning, Economics, English, Environmental Science, Policy and Management, History, International and Area Studies, Music, Political Science, Religious Studies, DSSEAS, Sociology, Theater, and Women's Studies. These departments have scholars with the research and teaching background to supervise students through all degree levels. Courses with substantial South Asia content are also taught in Agriculture and Resource Economics, Architecture, Asian American Studies, Asian Studies, Business, Development Studies, Energy Resources Group, Geography, Information Science, Journalism, Law, Medical Anthropology, and Public Health (Criterion 3.A.a).

2.A.c. Graduate student training options and requirements: Students pursuing an MA in DSSEAS take a minimum of two years of graduate level language instruction beyond the advanced undergraduate level, and PhD candidates take a minimum of two years beyond that. South Asia language and area studies requirements in programs outside of DSSEAS are designed around individual research topics, permitting students to create effective curricula. An added benefit to this large number of language and areas studies courses is the ample opportunity they provide for a wide variety of critical teaching experience for graduate students acting as instructors or teaching assistants. Many of the DSSEAS graduate student instructors have the opportunity to actually develop and teach their own South Asian courses, after being formally trained in pedagogy and demonstrating expertise, as opposed to simply leading discussion sections for faculty-taught courses (Criterion 3.D.a).

2.B. Academic and career advising: Undergraduates and Graduate students in DSSEAS consult a professional SAO while planning their curriculum. This level of attention is standard at Berkeley, where all

departments are mandated to have one or more faculty advisors and a SAO for each undergraduate and graduate student to provide expert advice on navigating academic and career concerns. The College of Letters and Science, which houses the great majority of South Asia-related courses at Berkeley, maintains an elaborate advising program with highly accessible drop-in advising, while the University operates a Career Center with a staff of more than 40.

The Career Center provides career counseling and assessment and helps students to translate their major and skills to practical real world experiences, assists in finding internships, connects them with alumni in their field of interest, and offers professional school advising. Typically, over 1,400 employees come to campus every year to help recruit Berkeley graduates. ISAS provides information, forms and advising (both at the Institute and on our website, <http://southasia.berkeley.edu>) on fellowship opportunities and careers beyond academia, including government service in areas of national need (criterion 9.E.a), work at non-governmental agencies and K-12 teaching.

2.B.a. Formal arrangements for students to conduct research abroad: A key aspect of the ISAS mission is the facilitation of South Asia research and language study in the US and abroad. The ISAS website provides comprehensive and continually updated information on various study abroad, fellowship, and internship opportunities for all levels of graduates and undergraduates. The website is supplemented with social media and student involvement to ensure that students have access to this information. ISAS is an active participant in Berkeley's EAP, which sent 44 students to India in the last six years to study simultaneously in the university's Study Centers and in academic departments at the University of Delhi or the University of Hyderabad. The EAP office has a staff librarian who provides a wealth of information on non-UC study abroad opportunities as well. Berkeley students have a very high success rate in their applications to the American Institute for Indian Studies (AIIS) programs. Between 2010-2014, Berkeley placed 35 students in intensive summer language and academic year programs in India through AIIS.

Since the last cycle, we have significantly increased our funding opportunities for students to go abroad. Through our fundraising efforts over the last few years, we are now able to provide an impressive array of funded opportunities for undergraduate and graduate students to travel, work, and study in countries throughout South Asia. Table 2.2 describes these in detail.

Table 2.2 Opportunities for Research and Internships in South Asia				
Title	Description and webpage	Funder	Regional focus	Number and amount of awards
Berkeley Urdu Language Program in Pakistan (BULPIP-AIPS)	Intensive Urdu language program (http://southasia.berkeley.edu/BULPIP)	US Department of State	Pakistan	Ten graduate students per year (Fully funded, includes travel and living stipend)
Subir Chowdhury Fellowship on Quality of Life in Bangladesh; Malini Chowdhury Fellowship on Bangladesh Studies	Focused on supporting training and research that involves the study of contemporary Bangladesh, historical work on what would later become Bangladesh, or comparative work in which Bangladesh is a central component (http://southasia.berkeley.edu/chowdhury-fellowships)	Subir and Malini Chowdhury Foundation	Bangladesh	Two graduate students/ one undergraduate student per year (Amount variable)
Hart Fellowship for Tamil Studies	Supports research projects focusing on Tamil studies (http://southasia.berkeley.edu/hart-fund)	George and Kausalya Hart	India, Sri Lanka	Two research travel grants (\$3000 each)/ four conference or in-country library research (\$500 each)
Maharaj Kaul Memorial Grant	Research travel to South Asia and domestic conference travel (http://southasia.berkeley.edu/maharaj-kaul-grants)	Maharaj Kaul Memorial Fund	South Asia	Three research travel grants (\$1000 each)/ four domestic conference travel grants (\$500 each)
Syed Sharifuddin Pirzada Dissertation Prize on Pakistan	Annual dissertation prize for the best work in the humanities, social sciences, law, or public health on Pakistan (http://southasia.berkeley.edu/pirzada-prize)	Pirzada Foundation	Pakistan	One award to a PhD student per year (\$2500)
Visiting Fellowships for PhD Students and Postdoctoral Researchers on India's Political Economy	Visiting fellowships from advanced PhD students and early-career postdoctoral researchers working on themes related to the political economy of contemporary India (http://southasia.berkeley.edu/india's-political-economy-fellowship)	UK-India Education Research Initiative (UKIERI)	India	Two fellowships per year (£4000 each)
Tata International Social Entrepreneurship Scheme (Tata ISES)	Internships for undergraduate and graduate students with Tata Group's community initiative programs (http://southasia.berkeley.edu/tata-ises)	Tata Group	India	Eight to ten internships per year (\$1500 stipend plus all living and transportation expenses in India)

In addition to these programs enabling student research abroad that ISAS administers, ISAS faculty are

actively involved in campus-wide student research funding and mentorship programs that enable research abroad. At the undergraduate level, ISAS faculty are closely involved in mentoring students in the Haas Scholars Program, in the Summer Undergraduate Research Fellowship, and in the Ronald E. McNair Scholars Program; at the graduate level, in the Institute of International Studies Fellowship, the Dissertation-Year Fellowship, the Guru Gobind Singh Fellowship, the Townsend Dissertation Fellowship, the Mentored Research Award, and the Doctoral Completion Fellowship. Furthermore, undergraduates are prepared for research abroad by developing close relations with ISAS faculty research through the Undergraduate Research Apprenticeship Program.

2.B.b Facilitate access to other institution's study abroad and summer language programs: Members of our staff are well versed in information on the AIIS, American Institute for Pakistan Studies (AIPS), American Institute for Bangladesh Studies (AIBS), Fulbright IIE and Fulbright Hays, and the South Asia Summer Language Institute (SASLI), a consortium supported by all South Asia NRC's. Title VI support of SASLI, through a yearly contribution and one summer FLAS, is vital to the continued training of students, both undergraduate and graduate, in the LCTLs of South Asia. Both the Chair and Vice Chair of the ISAS sit on the advisory boards of SASLI, AIBS, and AIIS, which all have their annual meetings during the Association of Asian Studies (AAS) meeting every March.

3. QUALITY OF THE INSTITUTE'S NON-LANGUAGE PROGRAM

3.A. Institute's course offerings: The ISAS sponsors, coordinates, and supports numerous courses in a broad range of undergraduate and graduate non-language areas, as evidenced in Appendix 1. These courses constitute the critical underpinning for extensive, interconnected programs in South Asia studies housed in a variety of academic departments, interdisciplinary groups, and professional schools. UCB is one of very few institutions in the nation to offer both undergraduate and graduate degree programs focusing on the history, arts, cultures, politics, societies, economies, and ecology of this vital region. These courses reach thousands of students every

year. In 2013-2014, 5,848 students took classes with at least 25% South Asian content.

3.A.a. Courses available in professional schools: Specific courses of instruction concentrating on South Asia are offered in numerous departments and schools. Where South Asia specific courses are not available in the professional schools, more flexible options including individual or team based research make work on South Asia possible.

Table 3.3 Collaborations with Professional Schools		
Professional School	South Asia Related Courses	Collaborations (New initiatives in Red)
School of Optometry	<ul style="list-style-type: none"> Berkeley Clinical Scientist Development Program (BCSDP): with opportunities for intensive training in clinical patient-based research. 	<ul style="list-style-type: none"> Clinical trials in corneal ulcer prevention and treatment, with the Aravind Eye Hospital in Madurai, India (with Prof J. Whitcher)
Haas School of Business	<ul style="list-style-type: none"> Macro/ Global Economics; International Finance; Global Financial Services; Global Management Skills 	<ul style="list-style-type: none"> Co-sponsor of "Berkeley Asia Business Conference: Asia: Shifting the Global Center of Gravity." The 21st Century Indian City (3 year conference)
School of Public Health	<ul style="list-style-type: none"> Race, Ethnicity, and Health; History of Medicine; Global Health Core Course; Family Planning; Global Health Economics; Global Environmental Change for Health Scientists 	<ul style="list-style-type: none"> Scholarship on "Water and Sanitation", 2012-13 Bangladesh and India (with Professor A. Smith) Project Well: Providing arsenic-safe drinking water to villages in West Bengal, India (with Professor A. Smith) We Care Solar : Easy-to-install, easy-to-use solar power unit (small enough to fit in a suitcase) developed by UC Berkeley obstetrician, Laura Stachel for use in delivery rooms in developing countries, including in India and Afghanistan.
Goldman School of Public Policy (GSPP)	<ul style="list-style-type: none"> Expansion of the Global Executive Program into South & Southeast Asia with the goal of: bringing emerging leaders from these governments to learn about North American efforts; creating opportunities for these emerging leaders and GSPP students to share best practices; 	<ul style="list-style-type: none"> Discussions with Assistant Dean of International Partnerships, Sudha Shetty, to add South Asia content to the curriculum ISAS Vice Chair to teach a course on South Asia in the GSPP executive program
School of Journalism	<ul style="list-style-type: none"> Covering Asia (focus on India); International Reporting 	<ul style="list-style-type: none"> Ongoing collaboration on "Covering Asia" by ISAS faculty. Collaboration on public talks by visiting journalists such as P.Sainath, Kalpana Sharma, Samar Halarnkar. Blog chronicling the reportage of UCB student journalists coverage of South Asia
School of Information	<ul style="list-style-type: none"> The Information and Service Economy; Studies in Regional Growth and Development 	<ul style="list-style-type: none"> Designing ICTs for Increasing Smallholder Farmers' Access to Markets and Knowledge (with Dean A. Saxenian, Professor A. de Janvry, Professor T. Parikh)
School of Law	<ul style="list-style-type: none"> Advanced International Human Rights Clinic Comparative Law Business, Social Responsibility, and Human Rights 	<ul style="list-style-type: none"> Co-sponsoring programs on Islamic Law with the Robbins Collection Hosting talks in collaboration with faculty like Avani Sood, Sonia Katyal, and Dean Sujit Choudhry

3.B. Specialized course coverage in one or more disciplines: A complete listing of all courses taught with South Asian content of at least 25% is provided in Appendix 1 with their most recent enrollments. The Departments of Political Science, History, Music, Art History, Anthropology, English and the DSSEAS all offer upper division undergraduate courses in the study of South Asia as well as graduate level seminars. Additionally, individual faculty offer South Asia specific Independent Study courses to advanced undergraduate and graduate students. Our students are thus equipped to be South Asia specialists in their disciplines. In this coming cycle, we plan to increase our course offerings and offer specialized courses with a focus on contemporary Pakistan and contemporary Bangladesh (Appendix 3).

3.C. Interdisciplinary courses: ISAS has been instrumental in encouraging instructional units to maintain and expand their course offerings in South Asian studies through interdepartmental development and cross-listing. The largely literature and languages based DSSEAS has expanded its mission to include the study of history and other social sciences by inviting R. Ray (Sociology) and ISAS Chair L. Cohen (Anthropology) to hold joint appointments with the department, thus increasing its interdisciplinarity. Interdisciplinary courses taught in Women's Studies, the Energy Resources Group, Sociology, Anthropology, Political Science, Economics, Modern History, and Development Studies include new modes of thinking about development in South Asia. A course taught through the Blum Center for Developing Economies is "Global Poverty: Challenges and Hopes in the New Millennium," taught by A. Roy, for example, is an extremely popular course (averaging more than 600 students per semester) allows students to participate in key theoretical debates about global poverty and inequality in South Asia and throughout the world.

3.D. Non-language faculty: The 48 South Asia studies faculty at UCB, including faculty in business, engineering, and the professional schools, and the number of South Asia centered courses continue to grow and diversify as interest in the region intensifies in areas of economic and social development, urbanization, governance, public health and South Asian cultural production. UC Berkeley Chancellor Nicholas Dirks is also

an internationally renowned historian and anthropologist of India. He is a leader in higher education and well-known for his commitment to and advocacy for accessible, high-quality undergraduate education in the liberal arts and sciences. Chancellor Dirks is committed to the growth of South Asia studies at UCB and has plans for a global presence and greater engagement of the university with institutions in South Asia.

The ISAS works closely with the DSSEAS to further its mission of excellence in South Asian studies. Professors such as R. Goldman, an American Academy of Arts and Sciences Fellow and recipient of the Presidential Certificate of Honour for Sanskrit in India, new hire B. Wentworth, assistant professor of Tamil literature, B. Rajulu, one of the most prominent Tamil teachers in the world, and A. von Rospatt, expert in Buddhist studies, maintain Berkeley's reputation as an unquestioned leader in classical Sanskrit and Tamil studies. Other new hires include V. Paramasivan (DSSEAS), who focuses on the pre-modern and early modern literary and religious cultures of North India, particularly Bhakti or devotional literature; S. Ray (Art History) whose interests are on visual practices and built spaces in early modern and modern South Asia; A. Ahmed (Near Eastern Studies) who specializes in early Islamic social history and pre-modern Islamic intellectual history; J. Bakhle (History) who specializes in the intellectual and cultural history of modern India, with emphases on religion and secularism, on politics, and on music; J. Bussell (Political Science and Public Policy) whose research seeks to understand the foundations of democratic politics in South Asia; A. Kaicker (History) who focuses on South Asia in the early modern and modern periods; S. Shetty who is in her second year as Assistant Dean for International Partnerships & Alliances, Director of the HagueDV Project, and Lecturer at the Goldman School of Public Policy; and A. Sood (Law) who applies theories of social psychology to study how people make law and policy judgments, with a focus on questions relating to punishment, morality, and justice.

Senior leading scholars include A. Roy, I. Ray, T. Parikh, A. Gadgil, and L. Cohen who are powerful voices in new approaches toward development studies, urban planning, technology and development, energy, clean and safe water, and public health. P. Bacchetta and R. Ray have made crucial contributions to studies of

gender, culture, and politics in South Asia. P. Chhibber's work on governance and party politics in India has received wide acclaim. M. Faruqi focuses on the Muslim experience in South Asia and has been a leader in both the Pakistan and Urdu initiatives at the ISAS; he is also the recipient of the 2014 Distinguished Teaching Award, the highest award bestowed to faculty at UCB for excellence in teaching.

Table 3.4 UC Berkeley Faculty 2013-14 specializing in South Asia by discipline		
Anthropology L. Cohen S. Mahmood C. Talwalker (<i>Lecturer</i>) Art History S. Ray J. Williams (<i>Emeritus</i>) Bangla A. Basu (<i>Lecturer</i>) Buddhist Studies P. Jaini (<i>Emeritus</i>) A. von Rospatt J. Dalton City and Regional Studies A. Roy Economics P. Bardhan (<i>Emeritus</i>) Engineering E. Brewer A. Gadgil A. Majumdar J. Malik S. Shastri Energy I. Ray English B. Mukherjee Environment J. Romm (<i>Emeritus</i>)	Ethnic Studies J. Singh (<i>Lecturer</i>) Gender P. Bacchetta Hindi U. Jain (<i>Lecturer</i>) V. Paramisvan P. Sirasao (<i>Lecturer</i>) History J. Bakhle N. Dirks M Faruqi E. Irschick (<i>Emeritus</i>) A. Kaicker T. Metcalf (<i>Emeritus</i>) Information T. Parikh A. Saxenian Islam A. Ahmed Law S. Choudhry A. Sood Linguistics G. Holland Literature V. Chandra (<i>Lecturer</i>) V. Dalmia (<i>Emeritus</i>) H. Ram	Music B. Wade Politics J. Bussell K. Chaudhry P. Chhibber D. Zook (<i>Lecturer</i>) Public Health A. Smith Public Policy S. Shetty Punjabi U. Ubhi (<i>Lecturer</i>) Religious Studies P. Billimoria Sanskrit R. Goldman S. Sutherland-Goldman (<i>Lecturer</i>) Sociology R. Ray Tamil S. Bharathy (<i>Lecturer</i>) G. Hart (<i>Emeritus</i>) K. Hart (<i>Emeritus</i>) B. Wentworth Telugu H. Sunkari (<i>Lecturer</i>) Urdu Q. Jalil (<i>Lecturer</i>)

3.D.a. *Instructional assistants and pedagogy training:* The Graduate Student Instructor (GSI) Teaching and Resource Center, an academic unit within the Graduate Division, provides pedagogical support and guidance for GSIs and prepares graduate students for the teaching they will do in the future careers. The GSI Center also works with faculty and departments in their role of providing GSIs mentorship in teaching, and reaches between 1,600-1,800 GSIs every year. This is in addition to formal pedagogical training by the home departments of the GSIs. GSIs are given a two-day orientation conference when they first start teaching, followed by workshops

highlighting specific teaching issues of interest to them. Course improvement grants provide funding for GSIs to undertake projects that enhance instruction and increase teaching effectiveness (videotaping and feedback; revising teaching handbooks; creating pedagogy seminars). The GSI Center also offers a one-of-a-kind, five module, online ethics course for GSIs, faculty, students, and staff. The Center also sponsors annually the *Outstanding Graduate Student Instructor Award* and the *Teaching Effectiveness Award*.

4. QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM

4.A. Extent of language instruction: UCB provides comprehensive instruction at three levels, from introductory to advanced, in four of the major literary and spoken languages of South Asia: Hindi, Urdu, Tamil, and Sanskrit, and instruction in two levels, introductory and intermediate, in three languages: Bengali, Punjabi, and Telugu. All seven languages are priority languages as defined by the Secretary of Education. Instruction in reading, writing, conversation and literature in these languages is extensive, both in breadth and depth, and students can earn BA, MA (in all seven), and PhD degrees in Hindi, Urdu, Tamil and Sanskrit.

4.A.a. Enrollments: As demonstrated in Table 4.5, enrollments in South Asian languages are substantial due to increased interest by undergraduates, as well as by graduate students conducting research in this important region.

4.B. Three or more levels: Advanced undergraduate seminars at the third year level or beyond are offered in Hindi, Urdu, Tamil, and Sanskrit. Berkeley also offers graduate level instruction in classical Tamil and in

Table 4.5 South Asia Language Enrollments							
Language	Levels B = Beginning I = Intermediate A = Advanced	2009-10 student enrollments		2010-11 student enrollments		2011-12 student enrollments	
		UG	G	UG	G	UG	G
<i>Bengali</i>	B, I	26	0	9	0	17	2
<i>Hindi</i>	B, I, A	94	16	77	17	70	8
<i>Urdu</i>	B, I, A	43	5	24	6	8	5
<i>Punjabi</i>	B, I	43	1	57	1	50	0
<i>Sanskrit</i>	B, I, A	13	11	13	15	22	11
<i>Tamil</i>	B, I, A	10	11	6	3	3	2
<i>Telugu</i>	B, I	6	0	9	2	9	0

Vedic, Pali and Prakrit in connection with the graduate degree programs in Sanskrit and Buddhist Studies. Two additional important scholarly languages of South Asia, Persian

and Arabic, are offered at all levels in the Department of Near Eastern Studies.

In the last two cycles, DSSEAS has offered introductory to intermediate levels of both Punjabi and Bengali, two regional languages of India and also languages of Pakistan and Bangladesh, respectively. Both of these languages have been recognized as significant LCTLs for development within the South Asia curriculum at UCB due to their rich cultural heritage, their prevalence in two major Islamic countries, and high undergraduate student demand. In this cycle, we will strive to increase the number of enrollments in Bengali by 10% by linking the language directly with the activities of our new Chowdhury Center for Bangladesh Studies. We also plan to offer Advanced Bengali by the third year of this grant cycle (Appendix 3). During the last six years, we have offered Telugu, the language of the state of Andhra Pradesh, one of the most vibrant centers of business, innovation, and entrepreneurship in India, at the introductory and intermediate level. Telugu has been funded by ISAS fundraising efforts in the community, and an endowment drive for Telugu instruction has already raised a portion of a projected \$1.5 million goal.

Due to Title VI support over the last few cycles of Urdu, Bengali, Telugu, and Punjabi, we have been able to build expertise in teaching these languages; this demonstrated excellence in teaching has resulted in unprecedented levels of community support for all of these languages as we have been able to leverage our Title VI funds to garner even more support. In this funding cycle, we request 33% funding for our Urdu instructor. Due to the success of our Urdu community fundraising efforts, we are very close to raising \$300,000, the minimum required for a language endowment. Punjabi will be supported at 33% by community fundraising and 66% by Title VI funds. Telugu will also be supported 20% by Title VI funds and the remainder from community fundraising. As a result of successful community fundraising during this last cycle, we request only 50% of Title VI support for Bengali (as opposed to the 100% support of Bengali in the last few cycles). We are hoping to make all four of these languages fully endowment supported languages by the next grant cycle.

Table 4.6 South Asian Languages at UCB

Language	S. Asian countries	Instructors/ non-language faculty	Teaching Levels	Title VI funding request	UCB funded	Donor/ endowment funding	Summer programs	Independent study	Adv. courses
Hindi	India	1 Senior lecturer, 1 lecturer, 1 DSSEAS faculty member (literature)	3	-	100%	-	SASLI, UCB	Yes	Advanced undergrad courses
Urdu	Pakistan, India	1 lecturer, 1 faculty member (literature)	3	33%	33%	Community fundraising (33%); close to meeting goal	SASLI, UCB	Yes	Advanced undergrad courses
Tamil	Sri Lanka, India	1 lecturer, 1 DSSEAS faculty member (literature)	3	-	100%	Endowed Tamil Chair	SASLI	Yes	Advanced undergrad and grad courses
Bengali	Bangladesh, India	1 lecturer	2	66%		Community fundraising (33%); close to meeting goal	SASLI	Yes	No
Punjabi	Pakistan, India	1 lecturer	2	66%	33%	Community fundraising planned for 2014-2018	SASLI	Yes	No
Sanskrit	Nepal, India	1 lecturer, 1 DSSEAS faculty member (literature)	3	-	100%	-	SASLI	Yes	Advanced undergrad and grad courses
Telugu	India	1 lecturer	2	-	-	100% funded by Telugu endowment	SASLI	Yes	No

4.B.a. Courses in non-language disciplines: Faculty members such as V. Paramasivan, B. Wentworth, and R. Goldman offer literature classes focused on Hindi, Tamil, and Sanskrit respectively. Hindi classes in particular attract a large number of students from Business, Engineering, and other professional schools. V. Paramasivan's course on modern Hindi literature examines translated Hindi texts with the backdrop of social, economic and political change in India and attracts students from Anthropology, Art History, History, and Political Science. A. von Rospatt's SSEAS 215A and B is cross-listed with Buddhist Studies and uses Sanskrit

to read textual materials. This course attracts students from many other disciplines including Art History, History, and Religious Studies, as well as students from neighboring universities. M. Faruqui is able to guide advanced Urdu students in research and reading, as is R. Ray in Bengali.

4.C. Sufficient language faculty available: Hindi, Urdu, Sanskrit, and Tamil have at least one full time tenure track faculty and a senior language lecturer; Punjabi, Telugu, and Bengali are all taught by highly qualified lecturers. Another measure of the quality of the language program is the fact that three lecturers, in Hindi (U. Jain), Tamil (formerly K. Hart) and Sanskrit (S. Goldman and R. Goldman) have written the definitive textbooks for the teaching of their respective languages in North America. ISAS' publishing program publishes all of these textbooks.

4.C.a. Language teaching staff exposed to current language pedagogy: Berkeley South Asia language instructional staff has consistently familiarized themselves with current theories and methodologies of LCTL pedagogy. Our Senior Lecturer in Hindi, U. Jain, was one of the first Hindi teachers in the country to qualify as an ACTFL trained instructor in that language. She acts as the administrator of placement and proficiency exams for Hindi for other University of California (UC) campuses, and trains GSIs to teach Hindi at all levels through Teaching Assistantships (TA) and supervised instructorships. Our lecturer in Telugu is ACTFL certified as well.

During this next cycle, ISAS plans to co-sponsor a two-day conference organized in conjunction with the Council of Teachers of Southeast Asian Languages (COTSEAL), which is currently headed by UCB's Khmer language instructor Frank Smith. This conference will provide professional development for instructors of South and Southeast Asian languages from California community colleges and universities as well as universities in other parts of the U.S. Conference sessions will be devoted to 1) Syllabus and lesson plan creation (to include emphasis on improving student proficiency outcomes), and 2) Classroom management and workflow (to include multi-level classrooms, e.g. classrooms containing both heritage and non-heritage language learners). The conference will include training sessions by staff from the Berkeley Language Center as

well as from UCLA's National Heritage Language Resource Center.

4.D. Quality of language program

4.D.a. Performance-based instruction being used or developed: During this cycle, the BLC in collaboration with the UCB NRCs will host two professional development workshops per semester for language instructors focusing on proficiency guidelines and assessments, curriculum and materials development, and technology in the classroom. Specific topics will include: a) Understanding ACTFL and ILR proficiency guidelines and descriptors, b) Language assessment tools and strategies, c) Curriculum development, d) Articulation across levels of instruction, e) Use of technology in language instruction, f) Material development, g) Placement tests (e.g., adapting BLC template for online placement tests), h) Creating and using film clips.

After these workshops, our South Asian language lecturers will develop standardized proficiency tests that will be applicable to all the South Asian languages taught at UCB. These tests, administered through the DSSEAS, will be given to all students taking South Asian languages at the beginning of each class at each level. This will allow for standardized measures for assessment across the various South Asian languages.

In addition to working closely with the BLC, in this cycle we will continue to support SASLI. SASLI is dedicated to training students, faculty, and professionals in the languages of South Asia. In the current year (2014), 11 modern languages (Bengali, Gujarati, Hindi, Malayalam, Marathi, Pashto, Sinhala, Tamil, Telugu, Tibetan, Urdu) and 1 classical language (Sanskrit) were being offered at the elementary and intermediate levels. Each summer SASLI coordinates a week-long pedagogy workshop for the incoming instructional staff. Over the next grant cycle, SASLI will offer a workshop on translating the ACTFL and ILR proficiency testing scales to both the SASLI instructional staff and to the South Asia NRC leadership. The intention of such a workshop is to develop a standardized approach to translating these scales across the Title VI NRC community and the South Asian language instructors who will bring this knowledge back to their respective home institutions. We

will be sending representatives from UCB to this workshop to further develop the skills they acquire through the BLC sessions.

4.D.b. Adequacy of resources for language teaching and practice: The outstanding work of the BLC has contributed much to the language teaching staff's development and education in contemporary methods and technologies for language instruction. The BLC provides: 1) Monthly lecture series, 2) Technological Support: individual and classroom guidance to instructors wishing to use advanced technology to enhance their instruction, 3) Professional library support: Books and monographs (750), journals (6), and video recordings (82) on language pedagogy, second language acquisition and applied linguistics in a special library primarily funded by Title VI funds. 4) Semester-long courses on language pedagogy: in-service courses for all language teachers on campus, 5) Fellowships to graduate student instructors and lecturers for special research projects to enhance language teaching on campus. Results of on-campus collaboration with the BLC include a second-year Hindi course utilizing CD-ROM technology and performance-oriented exercises and the integration of Punjabi students' own writings into audio and written teaching materials for the next class of Punjabi students. 5) Library of foreign language film clips to enable instructors to search, find, and play in classrooms short clips to illustrate speech acts, linguistic features, or cultural artifacts. Since many of the South Asian LCTLs do not have established textbooks, this is a great tool for language teaching.

4.D.c. Language proficiency requirements: All the South Asian language courses at UCB, in order to maximize student learning, place students at the appropriate level through placement tests consisting of listening comprehension, grammar, reading, and writing. All of our language instructors conduct a verbal assessment of students at the beginning of the class and some instructors administer a pre and post-test in writing and reading. Throughout the class, students generally complete two to four written home assignments a week, give oral presentations or have group discussions in class every week, and take quizzes, midterms and a final exam. All of these methods measure student progress and proficiency in the language while they are taking the course. In

this cycle, collaborations with the BLC and SASLI will allow a more comprehensive and uniform method to assess student proficiency in languages as mandated by the ILR scales, with the objective of demonstrating this proficiency by an increase in at least one ILR level by the end of the course.

5. STRENGTH OF LIBRARY

5.A. Strength of institution's library holdings: The UCB library is consistently ranked as one of the top U.S. public university libraries in North America. The UCB Library ranks sixth out of 115 on Association of Research Libraries (ARL)'s Library Investment Index for 2011-2012, boasting total library expenditures at \$53,729,218. This is despite several years of severe budget cuts. UC Berkeley's South Asia collection ranks among the four leading South Asia collections in the nation in collecting levels, scope, current acquisitions activity, staffing, reference service, user access, and cooperation with other libraries. It is the largest collection on the West Coast and is housed primarily in Doe Library, the main library on campus. With long weekday and weekend hours, Doe Library is one of the most physically accessible libraries on the campus. Portions of the collection are also housed in subject specialty libraries, like the Music Library, the Public Health Library, and the Law Library. Finally, a comprehensive reference collection is housed in the South/Southeast Asia Reading Room.

The South Asia Library boasts the following holdings: Subscriptions for about 5,300 serials, 1,800 from the U.S, U.K, Western Europe and 3,500 from South Asia, 1,750 of which are published in regional languages; 25 journals and newspapers from the South Asia diasporic community; 25 South Asia daily newspapers; more than 450,000 monographs, with around 6,000 new volumes added annually; 3,800 maps; 700 videos and DVDs; numerous thematically or linguistically arranged special collections; extensive special format holdings, such as films, prints, sound recordings, slides, and a number of palm leaf manuscripts in Tamil, Sanskrit, Sinhala and Persian.

Hindi, Tamil, Urdu, Bengali and Sanskrit comprise the majority of South Asian-language texts, but the

collection holds over a thousand volumes in eight other South Asian languages, including Telugu, Sinhalese, Sindhi, Panjabi, Pushto, Nepali and Dari. We are asking for support for the South Asia librarian to make a trip to India to continue to grow the South Asia collections.

Recent acquisitions by the South Asia collection include the 'Foreign Office Files for India, Pakistan and Afghanistan' online collection. So far, we have acquired the first two sections of this collection, namely, section I: Independence, Partition and the Nehru Era, 1947-1964, and section II: South Asian Conflicts and Independence for Bangladesh, 1965-1971 with plans to acquire the third section in the near future if funds permit. In keeping with our commitment to provide greater on-line and digital access to our patrons we have also acquired access to the digital database, Empire On-Line by Adam Matthews Digital, that provides in-depth access to documents and publications related to the British Empire, including British India.

We continue to add to our traditional print collection. Along with our regular material acquisitions we were fortunate to acquire contemporary, but rare, Newari Buddhist sutra manuscripts consisting of hymns used in esoteric Tantric rituals.

5.A.a. Institution provides financial support for library acquisitions and library staff: The South Asia collection is staffed by a full-time librarian, a part-time South Asia curatorial assistant and reference specialist, and two student employees. The librarian is responsible for cataloging all incoming material in non-English languages and assisting in cataloging all South Asia related material. The South Asia collection's librarian, A. Malik, an expert in Pakistani Urdu-language collections, is fluent in Urdu, Hindi, Panjabi/Gurmukhi and Siraiki, and has working knowledge of seven additional South Asian languages. He is also available for consultations with faculty and student researchers, and often organizes special tours and provides guidance on specific topics for many of the visitors that come to the ISAS. ISAS supports the Library's collecting efforts by financing librarian travel for on-site acquisition of rare materials, and providing funding for staffing as well as major purchases and collection enrichment programs.

On the cataloging side, the librarian is provided with the assistance of 2.5 FTE cataloging staff and generally two student workers. The budget for South Asia related acquisitions and cataloging remains over \$120,000 a year, (not counting special end-of-the-year funds allocated for special acquisitions). This includes acquisitions directly from South Asia, both through the Library of Congress's South Asia Collective Acquisitions Program (SACAP), and independently of it, as well as acquisition of South Asia related material from Europe, East Asia, Australia and the United States.

The UCB library continues to pay particular attention to the acquisition of on-line and digital resources. Since 1996, the Library has made collection development of digitized material a strategic priority. Annually the library spends over \$5 Million on digital materials in addition to having an active program to digitize and publish unique collections. In conjunction with the other eight UC campus libraries and the California Digital Library, UC Berkeley has access to one of the world's largest collections of digital resources. We have asked for support for student assistance to help digitize the large numbers of newspapers and journals that are essential to archival research, but for which there is no longer space for these many volumes.

The South Asia collection specialists maintain a specialized, frequently updated website for South Asia that features not only the proprietary material the Library purchases or subscribes to but also a wide variety of other nonproprietary materials. This unrestricted page is ranked 5th in use among the Berkeley's subject specialty library websites; in 2013, the site averaged nearly a quarter million hits over the year.

5. B. Research materials available through cooperative arrangements: UCB's library is involved in the following cooperative programs: SACWest: UC Berkeley, UCLA, and the Universities of Texas, Washington, and Hawaii have coordinated their acquisitions to avoid unnecessary duplication of titles and divided responsibility for collection of Indian languages based on teaching programs and historical strengths. Research Library Cooperative Program: UC Berkeley, UT Austin and Stanford have a cooperative agreement to share their collections. Borrowing requests among the universities is completed with a 24- to 48-hour turnaround.

Thus, UC Berkeley librarians and selectors have started coordinating their collection development activities with their counterparts at Stanford in order to minimize duplication in acquisitions. In addition, the UCB library and Stanford have signed a cooperation agreement to better coordinate their respective collection development in order to avoid duplication so they can use their budgets more efficiently, and to share their resources and staff skills to complement the range of services the two institutions provide to their patrons. CONSALD: At the national level, the UCB South Asia collection is part of the cooperative collection development project, started under the auspices of CONSALD (Committee on South Asia Libraries and Databases), the national association of South Asia librarians. The aim of this project is to coordinate the acquisition of South Asia related material at the national level to avoid duplication and increase overall efficiency in acquisition and resource sharing. DELNET: UCB Library was the first international member, and remains one of two North American members of this New Delhi library-based cooperative, which provides access to their online databases, including their web-based catalogue of Urdu manuscripts and more than 2 million records of member holdings.

5.B.a. Other institutions able to access the library's holdings: The South Asia library holdings are widely accessible to students and the public alike. The UCB library maintains an extensive network of cooperative arrangements with other libraries (some highlighted above) and provides almost unlimited access for outside scholars, teachers and the general public. As the flagship UC campus, Berkeley cooperates with the other nine UC campuses in building its common collection of library resources, and all nine campuses share material with libraries across the nation through interlibrary lending.

UC campuses are connected by the California Digital Library, which provides access to hundreds of digital resources to users on all UC campuses, and presents an opportunity for savings by negotiating group contracts for digital materials. The library also provides loan services, photocopying, and specialized reference assistance to some 95 public libraries through the Bay Area Libraries Information System (BALIS), and it works with the Cooperative Library Agency for Systems and Services (CLASS) to enhance cooperation among

California's public and academic libraries.

The Library's online holdings are available at all times free of charge for remote use by any person officially affiliated with the Berkeley campus (students, faculty, and staff). Users from other institutions are allowed to use any Library digital resources freely on the premises, but are not granted remote access rights due to licensing restrictions. Persons unaffiliated with the campus are given full access rights (upon receipt of a day pass, provided upon request and with proof of identity in the form of a photo ID) to consult materials in campus libraries. Unaffiliated users also have the option of purchasing Library cards which enable them to check out books from the collections, and visiting scholars and teachers at other institutions are given preferential rates in acquiring library cards.

6. QUALITY OF STAFF RESOURCES

6.A. Qualifications of faculty and staff: Berkeley faculty are highly qualified, and the campus boasts 22 Nobel laureates (eight are current faculty members) and four Pulitzer Prize winners among its past and current faculty, 32 MacArthur Fellows, 141 members of the National Academy of Sciences, 91 members of the National Academy of Engineering, and 222 members of the American Academy of Arts and Sciences. The ISAS staff, South Asianist faculty and South Asia library staff are no exception, and they are all recognized for their excellence. Faculty resources have been indicated in sections 1, 3, and 4 of this proposal and library staff in section 5. The biographical appendices (Appendix 2) show the breadth of training and disciplines of South Asianists at Berkeley.

6.A.a. Professional development opportunities provided for faculty and staff: Every seven years a faculty member may take one year's leave with full pay to pursue professional development and research. ISAS faculty usually coordinate such sabbatical leave with other grants enabling them to travel to the region for research. ISAS provides up to date information on faculty fellowships and grants on our website and through our list serve. ISAS staff has undergone professional development training through courses offered by Compass Point

Non-profit services, and staff members are encouraged to take other classes and trainings, as well as pursue independent research projects. ISAS Vice Chair takes a university supported research leave every summer and has held fellowships with the prestigious Woodrow Wilson International Center for Scholars in Washington DC and The Asia Foundation. She has also used her leave to conduct research in South Asia; the findings from these research trips have culminated into a book that will be published in 2014.

6.A.b. Teaching, supervision, and advising of students: Teaching and advising students is the primary activity of the Berkeley faculty and academic staff. Faculty hold regular office hours to meet and advise undergraduate and graduate students. In addition, undergraduates consult a professional SAO while planning their curriculum (Criterion 2A). ISAS staff also advise students on internship and grant opportunities, and on careers related to South Asia. ISAS provides formal orientations for students traveling to India for internships that focus on many aspects of travel to the sub-continent, including basic words and phrases in Hindi, health, safety, and cultural norms.

6.B. Staffing plans adequate: The Institute staff consists of a faculty Chair, a full-time Vice Chair, a Program Director and a Publications/ Program Assistant supported by part time (25%) students working on outreach, computer support, and programs. In addition to the full-time South Asia bibliographer employed by the Library (Criterion 5), a 38% time librarian in the South Asia Library is an ISAS employee. The Institute Chair and NRC Director, Professor L. Cohen, is an experienced scholar and teacher who is dedicated to South Asian studies and has conducted extensive scholarly field work in the region. He has held several other administrative positions, as well as received many ongoing long-term South Asian research projects and grants. The Institute Vice-Chair, S. Saxena, holds a PhD in Comparative Politics with an emphasis on South Asia, has expertise both in the social sciences and in fiscal and general administration for this full-time academic post, 100% supported by University funds, that handles the day-to-day running of ISAS. P. Kala, ISAS Program Director, holds three Master's degrees, the most recent one from Harvard University in Comparative Religion, and takes responsibility for the

management of lectures, conferences, travel, visiting scholars, outreach, and the editing and publishing of the ISAS newsletter and other ISAS publications (Appendix 2).

Berkeley faculty participate fully in the planning and oversight of ISAS' activities. ISAS has several committees, including the Executive, FLAS, Urdu and Pakistan Initiative, South Asian art, and Indian Cities committees. Faculty members are from various departments (including Anthropology, South and Southeast Asian Studies, Environmental Policy and Management, Sociology, Energy and Resources Group, Haas School of Business, City and Regional Planning, and Economics). This past cycle, we have been successful in involving more faculty from professional schools (Environmental Policy and Management, Public Policy, Haas School of Business), as well as from Engineering departments in our programs and planning.

6.B.a. Adequate staffing for outreach: In addition to M. Delattre, who manages our ORIAS program, both P. Kala, ISAS Program Director, and S. Saxena, ISAS Vice Chair, continue outreach efforts to K-14 educators, the business community, journalists, and the larger Bay Area community.

6.C. Non-discriminatory practices: UCB's commitment to ensuring the success of underrepresented groups in higher education cannot be understated. Since 2010, Berkeley has scored in the top quartile for low-income student access ratio (.86) and for minority student success ratio (.90). This is significant since approximately one-sixth of Berkeley's undergraduates, over 4,000 students, come from families whose income is \$20,000 per year or less. Some 28% of students are the first in their family to attend a four-year college, and 32% of undergraduates are Pell Grant recipients. 48% of students at UCB are from minority groups; 15% are underrepresented minorities, and 53% of admitted undergraduates are women. Over 1,200 students with disabilities receive services from the university every year.

A position of Vice Chancellor for Equity and Inclusion was created in 2006 to enhance access, climate, and inclusion — not only for underrepresented minorities, but for people with disabilities and the Lesbian, Gay, Bisexual, and Transgendered (LGBT) community, and not only among students and faculty

but among staff as well. A \$16 million gift in 2010 established the UCB Initiative for Equity, Inclusion, and Diversity with the goal of providing leadership and accountability to resolve systemic inequities for all members of UC Berkeley through engaged research, teaching, and public service, and by expanding pathways for access and success and promoting a healthy and engaging campus climate. This Initiative has already launched a sweeping array of research projects, faculty chairs, student scholarships, several dozen new courses in American cultures, and programs across the campus.

The University of California's stated policy is appended to this proposal (GEPA attachment) and it is clear in prohibiting discrimination or harassment in employment on "...the basis of race, color, national origin, religion, sex, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship or status as a covered veteran..." The University's Equity and Diversity Services group monitors the campus' affirmative action program and provides services related to Equal Employment Opportunity.

As demonstrated in Table 6.7, a significant percentage of ISAS' affiliated faculty and staff are from

Table 6.7 ISAS affiliated faculty and staff			
	Total	Women	Minorities
Faculty	48	22	31
Tenure Track	35	13	21
Lecturers	13	9	10
Active Emeriti	13	3	5
Staff	3	3	3

minority groups, and recruitment from these groups is always a significant part of any hiring process. The ISAS ensures that all public programs are made handicapped accessible, and we will continue to work

closely with the Office of Student with Disabilities to ensure that signing or captioning is provided for hearing impaired audience members. During this past cycle Berkeley provided captioning services enabling a deaf student to study Hindi: this commitment to access and accessible language pedagogy has attracted deaf scholars to Berkeley and enabled it to emerge as the dominant site nationally for studies of deaf culture in South Asia with research based both in Nepal and in India.

7. OUTREACH ACTIVITIES

7.A. Elementary and secondary schools

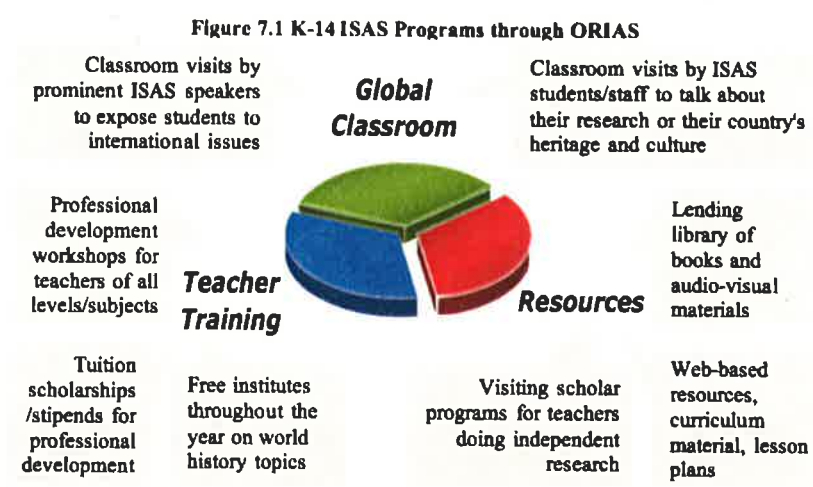
7.A.a. Measurable impact: ISAS programs reach students, faculty, schoolteachers, and the wider Northern California community, while also having a national impact. ISAS seeks to develop K-14 teacher programs and resources that support the activities of educators who integrate international content into the curriculum. We helped found and actively participate in ORIAS, which is partially financed by NRC funds as well as by the University and external grants. **Meeting the NRC Program Absolute Priority, this office is dedicated to providing scholarly resources and supporting professional development in South Asia studies for K-14 teachers.** Joint teaching institutes and workshops organized around World History themes for K-12 teachers have been the focus of ORIAS activities since 1998. Content support from area experts provides much needed knowledge in area studies beyond the limited resources of a textbook. ORIAS programs are outlined in Figure 7.1 and programs and materials distributed by ORIAS are designed in collaboration with teachers, scholars, and others, and are made available on the web at <http://orias.berkeley.edu>. In 2013-14, ORIAS sent out 14 e-newsletters to 800 subscribers with information about events, resources and opportunities for educators in international studies. On average, 200 K-14 educators participate in ORIAS related events every year.

From 2010 to 2013, over 100 K – 12 teachers throughout Northern California registered to attend UCB's summer ORIAS institutes. Based on data documented through personal testimonials, survey submissions, and teacher dialogues, the summer institutes hosted by UCB's NRCs have set a foundation for curriculum development and classroom design in schools in the San Francisco Bay Area and beyond.

An analysis of our surveys suggests that the ORIAS K-12 summer workshop has met its goals: 70% of participants said that the workshop contributes "greatly" to their teaching; 61% say that it has allowed them to develop new curriculum; and 83% of participants say that they are able to share content with other teachers, either "often" or "sometimes," while almost 45% say that their capacity to teach international topics has increased "greatly" (55% saying it has helped "somewhat" and zero attesting to no benefit at all). These

numbers justify the expense and effort put into the project. With nearly forty teachers participating each year, and the majority sharing their experiences with colleagues, we conclude that the ORIAS workshops have helped to strengthen considerably international teaching skills for hundreds of regional teachers in recent years.

Recognizing the challenges K-12 educators face in retooling their curriculum to align with Common Core, in this cycle we are pleased to collaborate with the UC Berkeley History-Social Science Project



(UCBHSSP) to address NRC

Competitive Priority 2. The UCBHSSP seeks to bridge the academy and K-12 communities to help teachers strengthen their instructional practice and provide equitable educational

opportunities to all students, through a model of learning, practicing, and doing. The UCBHSSP’s customized professional development programs respond to the needs of school sites in order to strengthen teacher capacity and increase student discipline-specific literacy and thinking as well as content knowledge. During this cycle, ISAS, along with the seven other NRCs on campus, will organize a series of three Saturday workshops a year for four years. Each workshop will look at a particular set of themes through a different geographical lens (described in Table 7.8), with the purpose of integrating a global dimension into teacher education; at the and of this four year cycle, we will have 12 new lesson plans posted online. To measure the effectiveness and longer-term impact of this collaboration, we will disseminate a pre- and post-workshop survey, as well as a follow-up survey at the end of the academic year asking whether teachers used the lesson plans that they developed in the workshop.

Table 7.8 Themes and Topics, Saturday Seminars in World History 2014-2017

Y1 – Movement of Ideas	Speaker	Sources
Religion Unbound	Slavic	South Asia
Revolutionary Ideas	Southeast Asia	East Asia
Movement of Culture	Africa	Middle East
Y2 – Movement of People	Speaker	Sources
Settling Down of People	Latin America	South Asia
Exploring New Worlds	South Asia	Southeast Asia
Germs and Disease	Africa	Latin America
Y3 – Power and Authority	Speaker	Sources
The Embodiment of Power	Middle East	European
Military Might	East Asia	Southeast Asia
Imperial Power	European	Middle East
Y4 – Global Conflict	Speaker	Sources
Policing Borders	Slavic	European
Environmental Impact on War and Conflict	East Asia	Africa
Superpower Politics	Latin America	Slavic

7.A.b. Faculty and professional school involvement: Every summer ORIAS holds a week-long workshop for teachers on a theme related to international studies, for which ISAS provides several speakers on South Asia-related issues. We will continue our support for this; the themes for 2014-2018 will be: 1) World literature, 2) Global interaction offshore, i.e. maritime highways; boundary waters, 3) International law, i.e. multicultural crews and cross border traders; pirates; conflicts over straits, seas, canals, access to ports, and 4) Architecture.

Many of our affiliated faculty participate in the ORIAS summer institute for K-12 teachers. In 2010, Professor Joanna Williams in Art History gave a lecture on, “Causes and Consequences of Imperialism.” In 2011, School of Information professor, Tapan Parikh, spoke about “Technology in Human History.” In 2012, ISAS partner Guneeta Singh Bhalla founder of the 1947 Partition Archive, an oral history project that collects stories about the partition, spoke about “Travelers in World History.”

ISAS maintains a bureau of faculty from all departments and professional schools and graduate student speakers available for classroom presentations on topics relating to South Asian history, politics, and religion; peace and conflict; and cultural issues, with over 20 individuals participating in this program. ISAS maintains a similar bureau of graduate students available for translation help and tutoring in South Asian languages.

7.B. Postsecondary institutions

In the last cycle, we have had a very successful series of summer workshops through ORIAS focused on community college faculty interested in redesigning their world history courses to strengthen the pipeline for transfer students. We recognized that only a handful of community colleges offer World History Survey credits articulating to U. C. Berkeley. This gap in the college pipeline reflects both changes in the rapidly growing field of world history and the need for greater communication among faculty in the field. The goal of these workshops has been to have courses move away from world history as a collection of regional histories and towards the study of global processes. After each seminar, participants have a clear idea of how to redesign their syllabus such that it can articulate to the UCB's World History Survey course.

The ORIAS Teaching World History working group is beginning its fourth year and includes faculty from 14 community college districts in Northern California. The group is moderated by A. Karras, director of the International and Area Studies Teaching Program (IASTP); he has been a leader in writing and evaluating the AP World History Exam and oversees the articulation of community college to university credits in World History at UCB. The working group provides a forum for scholarly presentation on current research in global studies and collegial discussion of course design and pedagogy issues shared across districts. In 2013, for example, workshop participants worked on methodologies and content for teaching World History with a two-day institute exploring global processes underlying Empire and Society with a focus on how states incorporate diverse populations.

To address **NRC Competitive Priority 1**, we have formed the Partnership for International Education, a sustained, collaborative relationship between the UCB NRCs and the Peralta Community College District, a local network of four Minority Serving Institutions (Appendix 4). The Partnership would establish a permanent Office of Global Awareness at Berkeley City College (BCC), the flagship of the Peralta system. Over a period of 4 years of collaborative activities administered by this Office and responding to BCC needs (Table 7.9), this

partnership would ultimately infuse an international component across departments, including Basic Skills, ESL, STEM, Humanities, and Career Technical Education Programs. Concurrently, BCC will launch a pilot 2-year Global Studies Program culminating in an Associate's Degree. UCB and the Peralta District, and BCC in particular, have a demonstrated track record of successful cooperation, student exchange, and transfer, particularly via the Transfer Alliance Program run by UCB's Center for Educational Partnerships.

Table 7.9 Collaboration with the Peralta Community College District

Year 1: Create Awareness	Establish a permanent Office of Global Engagement on the BCC campus: <ul style="list-style-type: none"> The office will be staffed by Deolinda Adao a faculty member of both UCB and BCC. Ms. Adao will coordinate faculty inquiry groups at BCC to ascertain specific campus needs for internationalization of disparate departments and market opportunities on the UCB campus to BCC students (Appendix 4). The office would: <ul style="list-style-type: none"> Be a clearinghouse for information on international programs, teachers conferences on international and area studies through the creation of a blog, web site, Twitter, and Facebook Page. Provide a forum for international students--and all students--to share information on language and international study. Bring speakers hosted by the NRCs (guest speakers and UCB faculty) to BCC to speak about global and world area issues Identify BCC faculty who might like to lecture in a class or seminar at UCB Advertise NRC outreach conferences to BCC Instructors
Year 2: Build Awareness and Create Engagement	Establish Accessing International Education Course at BCC: <ul style="list-style-type: none"> Continue with the activities of Year 1 NRCs will invite BCC faculty to lecture in courses and seminars at UCB The office would arrange non-paid internships for BCC students at the UCB Area Studies Centers Advertise to bring BCC Students into UCB language courses Foster partnerships between BCC and UCB faculty developing team-teaching courses that are open to both UCB and BCC students.
Year 3: Deepen Awareness and Engagement, Build Skills	Continue with Year 1 and 2 activities. In addition, develop discipline-specific international curriculum components: <ul style="list-style-type: none"> Use Year 1 working group feedback to infuse international component into select courses through teacher training workshops and collaboration with the BCC Global Studies Program. Coordinate BCC classroom visits by UCB graduate students. Through the Transfer Alliance Program (TAP), invite Peralta students to apply for internationally-focused research internship with UCB faculty mentors on the UCB campus in summer
Year 4: Deepen Awareness and Engagement, Build Skills	Continue with Year 1, 2, and 3 activities. In addition, increase numbers of discipline-specific international curriculum components

In addition, ISAS along with the Institute for East Asia Studies and the Center for Southeast Asia

Studies at UCB will collaborate with Mission College in Santa Clara on an action plan that serves to provide students, faculty and staff with a variety of activities, events, professional development and training, with an emphasis on Asian studies (Appendix 4). Activities will include curriculum institutes, Mission College faculty professional development opportunities, faculty training, Mission college students' participation in Asian studies career fairs at UCB, and a transfer day/ orientation for students who have successfully transferred from Mission College to UCB's Asian Studies program.

7.B.a. Measurable impact: The Community College World History workshops have had a strong impact on contributing to developing curriculum and teaching strategies. Assessment of impact is based on surveys, as well as direct communication and facilitation with faculty. Attendance at the Community College World History institutes continue to grow in terms of numbers and interest, and the workshop series is able to address needs of community college faculty in a constructive way. For our collaboration with the Peralta Community College district, we will spend Year 1 thinking about collecting the baseline data to be able to measure impact throughout the grant cycle (for example, how many classes have more global content after Year 1, or how many more students are taking UC classes with concurrent enrollment).

7.B.b. Faculty and professional school involvement: All our programs with community colleges require strong faculty engagement. We will continue to have our faculty, especially those in the social sciences/ history departments, provide their expertise with the Community College World History institutes. For our Peralta Community College district collaboration, we have built in activities to provide exchanges between faculty in the social sciences, STEM fields, and professional schools at UCB with Berkeley City College faculty. These exchanges will include guest lecturing and team teaching courses for faculty at both institutions.

7.C. Business, media, and the general public

7.C.a. Measurable impact: The ISAS invites experts from around the world to address students and faculty about current and modern South Asian issues, as well as directly provides speakers and performers on

contemporary events or on cultural phenomena to county World Affairs Councils, school programs and community events. We also co-sponsor speakers, conferences, and projects with other UCB departments.

Between 2010-14 ISAS presented more 255 events including lectures, films, cultural shows, workshops, and small and large conferences. Attendance at South Asian events over the last grant cycle was approximately 20,480. A more detailed break-up of the events and attendance is given in the table 7.10. Table 7.11 is a sample of results from surveys conducted after events mainly focused on governance, development, and national security. For all of these events, 65% or more respondents learned a great deal from attending the event. This demonstrates significant impact of our events, especially those focused on critical issues facing contemporary South Asia.

Table 7.10 ISAS Public Programming								
Event Type	AY 10-11		AY 11-12		AY 12-13		AY 13-14	
	No	Attnd	No	Attnd	No	Attnd	No	Attnd
Public Lecture Series	22	770	26	1020	37	1500	36	1350
Faculty/Student Colloquia	8	240	9	360	7	280	8	320
Symposia/Conferences	8	750	7	500	12	750	8	900
Language Events (Urdu, Punjabi, Bangla)	4	550	2	80	2	75	2	85
Films/Documentaries	3	160	2	125	1	40	26	2700
Music/Performing Arts	4	1200	1	350	3	270	4	350
Cultural Celebrations	1	400	1	385	3	750	2	650
Exhibits	1	250	1	120	2	200	2	3000

Table 7.11 Event Survey Results	
Q: Did you learn something from the event that you didn't know before? (% who said "very much")	
Event	%
Architect of <i>Aadhaar</i> , Indian national ID card	67%
Right to Information Act, Aruna Roy	65%
Former Chief Election Commissioner on India's electoral process	83%
Safe water and sanitation, Rohini Nilekani	75%
Under the Drones, lives in the Afghanistan-Pakistan border lands	100%

ISAS offers free subscriptions to our weekly digest of upcoming South Asia related ISAS events, that sends an overview of South Asia related UCB activities to our listserv of over 5,000 people, and often also to the listservs of collaborating organizations on and off campus. As part of our national outreach effort, we have paid special attention to developing our channels of communication. The most important of these are the ISAS website (southasia.berkeley.edu) and our popular publications: *Khabar* (yearly newsletter), *Aaj Kal* (monthly e-

newsletter), South Asia Research Notes (documents faculty research projects). All of these publications are distributed free of charge to our more than five thousand members.

Reporters call the Institute and faculty for information, as do corporations and individuals that are involved with South Asia, including visitors' bureau that request briefings for official government guests. Other services to the business and general community are by way of providing translators, expert witnesses for legal proceedings, and job postings.

The relationship between ISAS and the Bay Area business community is steadily growing, as businesspeople and corporations become increasingly interested in the dynamic economies of South Asia. We have established many relationships with key community organizations as outlined in Table 7.12 below.

Table 7.12 Content/Area Diversity in ISAS Programming in AY 2010-2014		
Geographical Areas	Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka, Tibet	
Disciplines	Humanities, Public Policy, Social Sciences, Information Technologies, Environment, Law, Health Sciences, Journalism, Public Health, Business, Engineering, Medicine	
Language areas	Tamil, Telugu, Persian, Hindi, Urdu, Sanskrit, Bengali, Nepali, Pali, and Tibetan	
Student Organizations	Kal Ki Awaz; Dil Se; Indus; Cal Pakistani Students Association (PAKSA); Berkeley SPICMACAY; Muslim Students Association; Asha; Aid India; Hindu Students Council (HSC); Indian Student Association; Indus; Narika; Pakistani Student Association; <u>Satrang</u> ; <u>Afghan Student Association</u> , <u>South Asian Business Association (HAAS)</u>	
Collaborators	Campus	Townsend Center for the Humanities; ORIAS; the International House; Arcus Endowment at College of Environmental Design; South Asians in Public Policy at the Goldman School of Public Policy; Departments of Film & Media; Medical Anthropology; Comparative Literature, Geography, South and Southeast Asia, English, History, History of Art, Political Science, Religion, Music, Race and Gender, Art Practice, and Theater, Dance & Performance; Arts Research Center; BAM-PFA; Berkeley Tamil Chair; Sarah Kailath Chair of India Studies; the Indo-American Community Chair; Schools of Journalism, Engineering, Law, Business, Public Policy; Centers for African Studies, Middle Eastern Studies, Southeast Asian Studies, British Studies; the Institute for Government Studies; Institute of International Studies; Religion, Politics & Globalization Program; Energy Resource group; South/Southeast Asia Library; Berkeley Pakistan Initiative; Berkeley Urdu Initiative; Critical Theory; Asian American and Asian Diaspora Studies Program; Berkeley Language Center
	Non Campus	The Asia Foundation; Asia Society; India Community Center; Society for Art and Cultural Heritage of India; NARIKA; Indian Institute of Technology – Kharagpur; Berkeley-AID, Global Fund for Women; American Institute of Pakistan Studies; Friends of South Asia; Alliance of South Asians Taking Action (ASATA); International Development Exchange (IDEX); TriKone; Asian Art Museum, San Francisco; Center for South Asia, Stanford University; University of California, Davis; University of California, Santa Cruz; Berkeley Vedanta Society; Indian Council for Cultural Relations (ICCR), India; Association for India's Development, Berkeley; Graduate Theological Union; Third I; Indie Meme; Organization of Pakistani Entrepreneurs of North America (OPEN); Centre for the Study of Developing Societies (CSDS); Indian Institute for Human Settlements (IIHS); Habib University; The Center for Policy Research (CPR), Tata Inc.; King's College London; Indira Gandhi Institute of Development Research (IGIDR), Mumbai; Human Rights Watch; <u>America India Foundation</u>

7.C.b. Faculty and professional school involvement: Our South Asia faculty are very involved in our various programs and initiatives. We select a faculty member to provide opening remarks for all of our public programs based on his/her research interest and area of expertise. In the last four years, the following faculty have played a significant role in our major initiatives: M. Faruqui (Pakistan and Urdu), R.Ray and A. Roy (Cities and urbanization), I.Ray (Water and Sanitation), S.Ray (South Asia visual culture). Faculty will continue to be involved in a significant way in our initiatives for this upcoming cycle (Criterion 8A).

8. PROGRAM PLANNING AND BUDGET

8.A. Activities of high quality and directly related to the NRC program:

In each grant cycle ISAS organizes its core programming around themes that draw on faculty expertise in order to strengthen our role in promoting area studies within all our constituencies. Themes for this cycle are:

a) **2014-2015:** Poverty, environment, and public health (Faculty sponsor: L. Cohen). The intensive transformation of information, biological, and water technologies in South Asia has generated significant shifts in health behavior and disease management. Variable success in tuberculosis, AIDS, and polio control across the region, the regional health and mental health impacts of climate change and of long term warfare and instability, and the chronic disease burden of an aging population present significant challenges. Drug costs and welfare and pension coverage remain challenges as well. This series will integrate technological, medical/psychiatric, and social science expertise on a set of urgent problems: the health and mental health effects of instability, war, and economic uncertainty; infectious disease management in relation to climate change; aging, poverty, and the emerging medicine of heart disease and cancer in South Asian countries.

b) **2015-2016:** Local Politics in India (Faculty sponsor: P. Chhibber): Local democracy was introduced to India through a 1992 constitutional amendment that required Indian states to hold regular local elections in both urban and rural areas. Thus far Indian local elections have been marked by three noticeable trends that distinguish them from national- and state-level elections. First, the political competition is higher with many

more candidates contesting. Second, voter turnout is higher. Third, local elections are often non-partisan, yet marked by violence and the transfer or expenditure of large sums of money. Though it seems that Indian citizens find these vibrant local elections to be important, there is a severe paucity of research on whether they are deepening democracy or undercutting it. During this year, we would like to hold a series of workshops or a conference that would bring together people working on local politics across various Indian states. This conference would be the very first of its kind and would focus on whether Indian local elections have empowered common citizens or led to the entrenchment of local elites.

c) **2016-2017: The Emerging Middle Classes** (Faculty sponsor: R. Ray). One of the major features of the new global economies is that new middle classes are being created. While there is much discussion of them in South Asia, we have still to understand the nature of these middle classes and the role they will play in the economic, social and political futures of their nations. The series on the new middle –class will be comparative throughout South Asia and, through a series of interdisciplinary and cross-regional workshops, will explore the sections of the population from which the new middle classes are being produced, their work and consumption patterns, and most importantly, the social and political roles they play in relationship to the maintenance or creation of democracy in their nations.

d) **2017-2018: Religion** (Faculty sponsor: V. Paramasivan). Religion has always had a palpable presence in and impact on public life in South Asia. The socio-historical contexts in which religious movements and ideologies emerge and which they in turn shape are key to understanding the recent past as well as future of South Asia. During the course of this year, we propose to host a series of lectures and workshops in order to examine the role of religion in public spaces and institutions in South Asia as well as in the South Asian diaspora. These lectures and workshops will stimulate interdisciplinary and cross-regional conversations about religion, politics, and the secular among students and scholars researching the role of religion in public life.

8.B. Development plan or timeline: The activities proposed for 2014-18 are based on the current research and

teaching interests of well-respected faculty and are intended to enrich ISAS programming while advancing the field as a whole. The timeline for our program goals and objectives are outlined in Appendix 3.

In our budget, teaching remains the ISAS' most important commitment. Salary/benefits for instructors of LCTLs, accounts for approximately 42% of our budget (Criteria 3C, 4). Administrative and programming staff encompass approximately 20% of our budget request. The entire salary for L.Cohen and S. Saxena will be covered by UCB, as will 50% of the salaries of P. Kala and M. Sheth (Criterion 6). Keeping with the **NRC Absolute Priority**, about 9% of our budget will go towards outreach activities to K-12 teachers and community colleges (Criterion 7). Activities related to language training and proficiency standards are approximately 4% of our budget request (Criterion 4). Library staff and support towards acquisitions are 7% of our budget (Criterion 5). Conference, lectures, and colloquia make up approximately 4% of our budget (Criteria 7C, 8A). The remainder of our budget will go towards administrative travel to attend AIIS, AIBS, SASLI, and SALRC meetings, our comprehensive evaluation plan (Criterion 9C), the ISAS newsletter, and office supplies.

8.B.a. Use resources and personnel to achieve objectives: In this next cycle we plan to use our resources and personnel effectively to achieve all our objectives. Four core themes form the programming focus of the next four years, to which conference, seminar, faculty, and student resources will be devoted. (Criterion 8A). Special attention will be paid to involving professional schools and establishing linkages with institutions in South Asia (**NRC Invitational Priority**).

8.C. Costs reasonable: The Institute's administrative budget is a combination of state, federal, and endowment income funds, as well as current use funds from our donor base, that have been sufficient to permit the very full menu of activities that are detailed throughout this proposal. The costs of the activities proposed above are minimal and represent a very small proportion of our overall proposed budget for 2014-18. ISAS always seeks financial co-sponsorship for public events from other campus bodies and community organizations in order to keep costs to a minimum.

Over the past decade ISAS has enhanced its capabilities through external fundraising and increased cooperation with other NRCs, AIIS, AIPS and AIBS. Successful fundraising has continued during the past grant cycle in the areas of Urdu, Bengali, Telugu, and graduate research and conference support through grants and gifts from private donors and corporations. Ongoing fundraising efforts for a variety of projects are likely to attract additional extramural resources in the coming period to further lessen the dependence on Federal and State resources.

8.D. Long term impact of the activities: Expected long term outcomes for annual themes include the following: **Increased outreach** on these critical topics to K-14 teachers, business communities and the general public; development of **new research directions** by UCB faculty; **student training** for UCB undergraduates and graduates.

The programs organized around last cycle's themes, Pakistan, water and sanitation, and South Asian visual culture were hugely successful. Our two-year theme on Pakistan, for example, put us in a position to receive funding from the US Department of State to reinstate our intensive Urdu language program in Pakistan. As a result of seed funding from Title VI for a series of activities on water and sanitation, we received the prestigious Obama-Singh Knowledge Initiative grant, which will allow us to engage in an ongoing collaboration with the Indian Institute of Technology in Bombay. And finally, we are planning fundraising activities from private donors and foundations to support continued work on South Asian art.

9. IMPACT AND EVALUATION

9.A. Significant impact on the university, community, region and the nation: The impact of ISAS' programs and activities in particular, and South Asia studies at UCB in general, has risen substantially over the past four years through direct on-campus educational and cultural activities, off-campus services, and nation-wide outreach. The accomplishments of our graduates, the dissemination of curriculum and information, and ISAS' active presence within the community are indicators of our impact and success in meeting this goal. The

number of undergraduates who take South Asian courses continues to increase steadily every year. In 2010-2011, 4388 students took courses with South Asia content. In 2012-2013, this number was 6948.

All ISAS programs are open to the public. We expect and encourage the general public to attend our programs by publishing listings in the calendar sections of Bay Area newspapers, especially those of the South Asian American press, direct mailings, our email events calendar and our web site. Over the past several years, attendance at our events has increased substantially. Audience size at lectures has grown from an average of 22 attendees at lectures in the fall of 2003, to an average of 45 in the fall of 2014. This increase in attendance rates is due in large part to comprehensive updating of our databases and email lists, new approaches to publicity, the use of social media like Facebook and Twitter, and focused efforts on the part of ISAS staff at building new bridges with communities and institutions both on and off campus.

Post-graduate placements in the last cycle, for example, demonstrate the impact of South Asian studies throughout the world. Recent placements of PhD students include: Harvard University, Duke University, UC San Diego, University of Washington, Haverford College, University of Illinois, Nanyang Technological University in Singapore, IIT Mumbai, Industrial Design Centre at the University of Hyderabad, Seoul National University, The University of Umeå (Sweden), The University of Western Washington, The University of South Carolina, The University of Pennsylvania, University of Michigan, University of South Carolina, Vanderbilt University, Manipal University in India, Rutgers University, University of Erfurt, Germany. All of these students were able to receive these prestigious appointments because of the South Asian language skills and area expertise they acquired while at UC Berkeley and affiliated with the ISAS. Training in South Asia will grow as the university hires excellent faculty in South Asia studies (Table 3.4), courses continue to be developed and enrollment increases (Appendix 1), and language offerings in the priority languages of South Asia continue to rise (Table 4.5).

UCB students have a higher graduate placement rate when compared to other universities. Based on

university surveys of Ph.D. recipients who graduated between 1968 and 2008, 57% of UCB doctoral alumni (and 78% arts and humanities Ph.D.s) work in 4-year academic institutions; this is compared to 41% of those who graduated with a doctorate nation-wide. 23% of UCB Ph.D.s work in the private sector, 13% work in the non-profit sector or for the, state, local or national government, and 7% are self-employed or have other employment.

9.B. Equal access and treatment: UCB upholds its policies of equal access and treatment for traditionally underrepresented groups, and all facilities used by ISAS at Berkeley are handicapped accessible. We actively recruit underrepresented groups to our workshops and events. At UCB, the university's historic twin promise of diversity and excellence has inspired the Chancellor to re-commit to quantifiable equal access goals through a plan of academic program development for students, and recruitment and retention of faculty of color with the establishment of the office of the Vice Chancellor for Equity and Diversity (Criterion 6C and the GEPA statement).

ISAS has made a concerted effort to include students from underrepresented groups in its study abroad programs. For example, eligibility criteria for internships in India funded by the Tata Group (Table 2.2) explicitly state that students must not have had any prior exposure to India. Through these internship opportunities, we have been able to successfully attract students, from underrepresented groups (approximately one-third of the cohort every year), as well as students from lower income families to this program; many of them have gotten the opportunity to experience India and engage in South Asian studies for the first time. For this opportunity and our other programs abroad, we plan to continue to recruit a diverse applicant pool by advertising to students through the Student Learning Center on campus, which provides academic support services to optimize the learning experiences of underserved populations.

The UCB NRCs are also collaborating with the UCB EOP to design and market a one-unit course in International and Area Studies showcasing opportunities in international education. The explicit goal of this

course is to increase levels of participation underrepresented students served by EOP in study abroad and foreign language and area studies at UCB. The course will recruit between 30 and 45 EOP students per semester and will comprise eight sessions, each addressing an aspect of international education.

9.C. Evaluation plan:

Recognizing the importance of a strong evaluation plan for ISAS' program activities, we have outlined our plan for evaluating and assessing progress towards meeting our program goals and objectives outlined in Appendix 3. We will closely with an independent project evaluator, B. Washington, who holds a doctorate in International Education from the University of San Francisco (Appendix 2, 4). Our three main project goals to measure the impact of our program are: 1) Increase educational opportunities for underserved students and contribute to the success of those students in higher education and beyond, 2) Broaden expertise about international curriculum subjects on the part of K-12 teachers through ORIAS and UCBHSSP programs, and 3) Increase the number of students being trained in language and area knowledge in areas of national need. Table 9.13 describes our plan to evaluate these project goals.

Table 9.13 ISAS Project Goals and Evaluation Plan					
	Measurable outcomes	Types of data and sources	Collection of data	Demonstrated impact	Links with Dept. of Ed. priorities
Project Goal 1	Partnership with Peralta Community college district- establishment of a flagship office at Berkeley City College (BCC) (pgs. 32-34)	Number of events organized through this office.	Keep track of any events organized through the office that benefit BCC students; will be used to market the office to other BCC students	Expose BCC students to international opportunities and opportunities to study at UCB	Goals 1, 4
	Enroll 20 UCB students from underrepresented groups in an international education course (see pgs. 4-5, 42-43)	Number of students who enroll in course	Course enrollment data collected after every class; will be used to outreach to more students the following semester	Expose a new cohort of 20 (or more) students to international opportunities.	Goals 1, 4
	Consider financial need in FLAS application process (see p. 49)	Number of students who receive FLAS awards based on financial need	Data collected at the end of each FLAS cycle; use data to outreach to other students about FLAS fellowships	Offer language and area studies opportunities to students who might otherwise might not have them	Goals 1, 4, 5
Project Goal 2	Expand ORIAS area studies training for K-12	Number of new teachers who	Data collected at the end of each institute; will be	By reaching a larger number of	Goals 2, 3, 4, 5

	teaching by reaching larger number of new teachers (10% annually) with diversified materials (see pgs. 29-31, 45)	attend ORIAS programs	used to continue marketing workshops to other teachers	teachers, there will be greater impact in infusing K-12 education with South Asia content	
	Expand K-12 teacher world area knowledge through UCBHSSP training workshops, increasing new teacher participation by 10% per year (p. 30)	Number of new teachers who attend CHSSP programs	Data collected at the end of each workshop; will be used to continue marketing workshops to other teachers	By reaching a larger number of teachers, there will be greater impact in infusing K-12 education with South Asia content	Goals 2, 3, 4, 5
Project Goal 3	Increase the number of area studies course offerings taught by renowned practitioners by 2 in this grant cycle, especially focused on Pakistan and Bangladesh (p. 12)	Number of new courses offered	Data will be collected at the end of each semester	New courses, especially on Pakistan and Bangladesh, will provide greater opportunities for diversified content in South Asia studies	Goals 5, 6
	Increase by 10% the number of students taking Bangla language at all levels (p. 16)	Number of students taking Bangla language	Data will be collected at the end of each semester; will be used to market the course to other interested students	Greater opportunities for students to learn a LCTL (a language of both India and Bangladesh) that is in the area of national need	Goals 5, 6

In addition, ISAS plans to institute a review in the second year of the grant cycle with experts from peer institutions who will be asked to evaluate and assess our programs and activities. ISAS will supply the reviewers with quantifiable data through which they can measure and assess outcomes of our activities. In addition to data evaluation, interviews will also be arranged for reviewers with relevant members of ISAS affiliated faculty, staff and students, community partners, and university administrators. The review will take place in fall of 2015. Following the review, the reviewers will be asked to submit written evaluations to the Institute for each category within one month.

9.C.a. Recent evaluations used to improve program: The Institute has maintained data on courses, including enrollments (Criteria 3,4, Appendix 1); faculty (Appendix 2); the extent of outreach, numbers of events, and access and usage of ISAS resources (Criterion 7) and concentrators including degrees, and language

proficiency (Criterion 4) for the last thirty years. These data clearly demonstrate ISAS' far-reaching impact on its multiple constituencies. Based on these data and various methods of assessments, we continually adjust our programs to better meet our aims.

Three outside reviews of ISAS activities were conducted in the past few years that provided models for modifying ongoing activities. In addition to external reviews, the ISAS Chair and Vice Chair have instituted a practice of ongoing informal internal review over the past three years in which input and suggestions are solicited from affiliated faculty, and students on a routine basis. In addition, the Executive Committee of the Institute meets every semester to review its goals and progress.

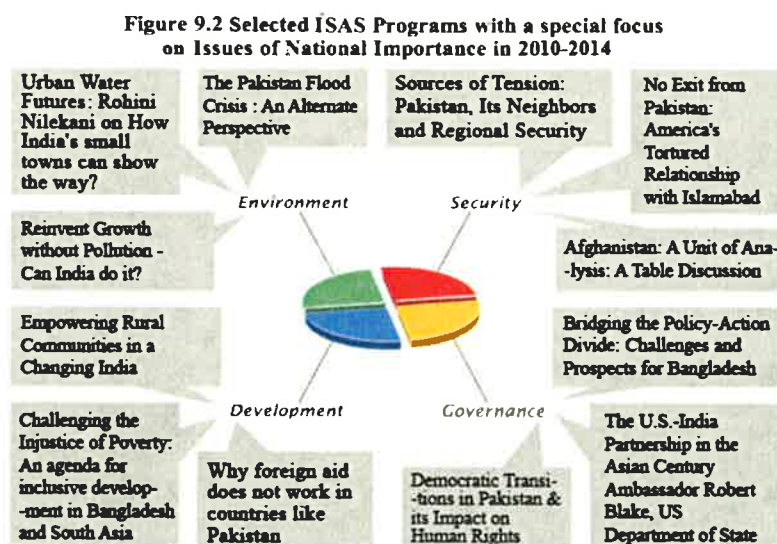
Findings from surveys conducted after the ORIAS K-12 workshops will help us shape future workshops; for example, only 9% of teachers indicate that state teaching standards are the motivation to participate; instead two thirds (64%) are moved to participate by personal interest. This suggests that we might diversify content in the future to include areas of the world that are not necessarily part of state standards. And we also have discovered that having attended one ORIAS event, a healthy majority (64%) return to attend others, with some becoming regular participants.

Thus, the existing survey instrument for measuring the impact of ORIAS programs and institutes will be redesigned to also capture the radius of outreach services to retain existing and to attract new participants in secondary school settings throughout the (region/district/county). After reviewing 2010, 2011, and 2012 survey data, open-ended and multiple answer questions could serve as a tool to build stronger closed-ended or Likert-scale questions and not as a continued option. Open-ended questions have served to obtain a baseline of areas of interests and concern for teachers with regards to their needs and expectations of the institute. For example, we will no longer ask if participants would return to an ORIAS event as in three cycles the response was 100% yes. Rather, we will focus on the conditions under which the participants would be most likely to return (e.g., which of the following themes for the summer institute would be of the most interest for you next year).

Survey results for the community college workshops have demonstrated the following: 1) Content themed presentations and syllabus exchange activities have provided the basis for teacher confidence to promote and develop world history courses at their respective institutions. 2) There is an existing interest and desire among students, professors and administrative leaders to offer a more expansive set of courses related to world history and international studies. 3) The growth of the institute over two years indicates the increasing and sustained interests by instructors to acquire tools and strategies to successfully deliver world history content in the classroom. We have adapted our workshops to take these results into account.

9.D. Improved supply of specialists: Our data for enrollments, degrees granted and graduate placement show that Berkeley produces an impressive number of specialists with area expertise and advanced South Asian language training. Each year, Berkeley graduates a significant number of students claiming a concentration in South Asian studies. Enrollments in South Asian language courses are exceptionally high (Appendix 1). An institution such as UCB works with the long-range goal of producing PhDs with rigorous training, a goal which takes substantial time to develop and nurture. Over the past seventeen years, Berkeley students and faculty have won more than 100 of the important grants available for South Asia from the AIIS, Fulbright, AIPS and AIBS. Berkeley graduates have opened new doors for South Asia studies in recent years. Recent post-graduate placements (Criterion 9A) highlight that the South Asia program at UC Berkeley is able to increase the national supply of South Asian specialists, and we see this as a true measure of success for this program.

9. E. Areas of national need: Figure 9.2 provides a sampling of the various programs the ISAS puts on that



focus on issues of national importance and need. Our increased work to understand the culture, politics and society of Pakistan, a country often excluded from South Asia centers, has

allowed us to demonstrate our expertise in this area that is of national interest. Reinstating a program to bring American students to Pakistan starting from Fall 2014, for example, allows ISAS to contribute to US policy of diplomacy and engagement with this critical nation. This program will be covered extensively in the US and Pakistani media.

ISAS affiliated faculty and researchers participate actively in enhancing awareness of South Asia scholarship through feature-articles, opinion pieces, interviews, and expert commentary. During this last cycle, ISAS programming was covered by KQED and KPFA. For example, Political Scientist P. Chhibber appeared on NPR immediately following the Indian elections in May 2014 to provide expert commentary on the results. Vice Chair S. Saxena's opinion piece on U.S. trade policy toward Bangladesh was published in the *New York Times* in 2012. She was also interviewed on LinkAsia and KQED in 2013 world about the deadly building collapse in the garment industry in Bangladesh. Most of our events are featured in the South Asian press in the Bay Area. Links to all these broadcasts and articles are archived and made available to the general public through our website

9.E.a and 9.F.a Placement in areas of national need: Most of our graduates use their training in South Asian studies and languages to find employment in academia, the private sector, government service, the diplomatic service or in the non-profit world (Criterion 9A). In this coming cycle, we will continue to provide support to students about internships and careers both within and outside of academia. We will closely with our Career Center to encourage students to use their skills to pursue meaningful employment in areas important to our nation and its future (Criterion 2B). In addition, we will continue our strong partnership with professional schools to support students in South Asian language study (Criterion 10.A.a). In this cycle, we will continue to track graduates of the program systematically through working with their departments and faculty advisors to gather contact information, following up with graduates through emails, and using social media, like Facebook, to maintain contact and gather information on their employment status.

9.F.b. Fellowships awarded by addressing national needs: The majority of our FLAS fellowships have been awarded in priority languages (Hindi, Tamil, Urdu, Bengali, and Telugu) as designated by the U.S. Department of Education's (USDE) list of LCTLs (Table 9.14).

Table 9.14 Academic Year FLAS Awards 2010-14				
	2010-11	2011-12	2012-13	2013-14
Number of awards	9	10	8	8
Number of awards to those studying LCTLs at an advanced level	1	2	1	2
Languages	Hindi, Tamil, Urdu, Sanskrit	Hindi, Bengali, Urdu, Tamil, Sanskrit	Hindi, Sanskrit, Urdu, Tamil,	Hindi, Sanskrit, Urdu, Telugu
Disciplines	South and Southeast Asian Studies, Foreign Languages and Literature, History	Foreign Languages and Literature, Architecture and Urban Planning, History, Religious Studies	Area Studies, Religious Studies, Anthropology, Public Policy, Music, Architecture & Urban Planning, Health Sciences	Architecture and Urban Planning, Health Sciences, Religious Studies, Music, Anthropology, History

10. FLAS AWARDEE SELECTION PROCEDURES

10.A. FLAS selection plan: FLAS awards are an important source of funding and encouragement to Berkeley students in all disciplines. In keeping with **FLAS Invitational Priority**, all our FLAS awards are in the priority languages used in South Asia. Through these awards, we have been able to train Americans to be proficient in these languages and understand the important regions of South Asia where these languages are spoken. We have been able to enhance FLAS funding with additional money from the Graduate Dean so that the number of actual grants exceeds the budgeted amount every year (Criterion 1).

10.A.a. How awards will be advertised: The GFO advertises FLAS fellowships everywhere on campus through flyers to departments, information at the GFO, and notices in a graduate student paper. ISAS does its own publicity by a notice in our semi-annual Newsletter, reminders in the weekly email calendar that goes to South Asia faculty and students, and a posting on the ISAS website. Every Fall, the Vice Chair of the ISAS along with other NRC Vice Chairs participate in informational workshops coordinated by the Graduate Fellowship administrator for prospective graduate students. The Vice Chairs also participate in the workshops for the graduate advisors across the disciplines and the professional schools to better inform the campus of

FLAS opportunities and to enlarge the pool of FLAS applicants. We conduct special outreach sessions at the various professional schools with student advisors and information sessions with students to ensure high quality professional school language applicants, and we also make an extra effort to recruit students in the science and engineering departments.

10.A.b. When each step in selection process will take place: The schedule for the 2013-14 competition is given in Table 10.14.

10.A.c. Awards corresponding to priorities: All of the FLAS awards will meet the **FLAS Invitational Priority**, which is to provide fellowships in the priority languages used in South Asia. ISAS will address **FLAS Competitive Preference Priority 1** by asking FLAS applicants to fill out the Federal Student Aid (FAFSA) forms, and we will include this in the application package (this will now be a part of the FLAS timeline starting from 2015). The FLAS committee will then be in a position to give preference to applicants demonstrating financial need. Financial need will be considered in addition to other measures of high achievement and potential, including grade point average, personal statement, and recommendation letters. ISAS meets **FLAS Competitive Preference Priority 2** because all of our fellowships are a part of the US Department's list of priority languages.

10.B. How students apply for awards: Graduate students apply through the normal fellowship procedures--

the standard fellowship form asks students if they are interested in being considered for a FLAS award. The GFO ensures that each application, including references, transcripts, and a proposed work statement, is complete. ISAS prepares information for the committee on stated concerns

Table 10.14. 2013-14 FLAS Timeline	
FLAS Competition Activities	Date
FLAS applications available	November 5, 2013
FLAS student workshops	December 5, 2013
Academic Year FLAS deadline	January 21, 2014
Summer FLAS deadline	January 21, 2014
ISAS FLAS committee meets	Mid March, 2014
AY applicants notified	Notifications pending due to grant cycle (usually they would also be notified by April)
Summer applicants notified	April, 2014

of USDE or the Center and delivers it to Committee members at the time of reading applications.

10.C. Who selects the fellows: ISAS manages the selection procedure through a faculty committee of three, each member serving for three years, and the Vice Chair of ISAS. Members of this committee in the last several years were recruited from Public Health, Environmental Science and Policy Management, Music, City and Regional Planning, the Energy Resources Group, History, History of Art, and South Asian Studies. Committee members must read the application at the GFO and on a stated date meet to rank all applications. The actual announcement of awards and dealing with awardees is handled by the GFO which also distributes money and handles all accounting matters, reporting to USDE and the final survey of the awardees at the end of their grants. The Vice Chair of ISAS serves as a representative of the various professional schools.

10.C.a. What selection criteria are used: ISAS and its selection committee have been very conscious of breadth in discipline and language choices although obviously constrained by the disciplines represented by the applications before them. In this proposal, we offer Hindi, Urdu, Sanskrit, Tamil, Punjabi, Bengali, and Telugu as FLAS eligible languages in all of which our instructional staff are well qualified and in which we offer several levels of instruction. As in prior cycles, a FLAS grant in Sanskrit is only considered if the student's project statement adequately demonstrates the applicability of Sanskrit to a topic dealing with modern or contemporary South Asia.

In this cycle, we also plan to award one AY and one summer FLAS fellowship to a qualified undergraduate student who is studying a South Asian language at the Intermediate or Advanced level.

Undergraduate students must be incoming juniors or incoming seniors, and either majoring or minoring in South Asian Studies through the Department of South & Southeast

Table 10.15 Priorities in the Narrative	
Priorities	Page Numbers
NRC Absolute Priority	4, 39
NRC Competitive Priority 1	5, 32
NRC Competitive Priority 2	30
NRC Invitational Priority	3, 39
FLAS Invitational Priority	48, 49
FLAS Competitive Preference Priority 1	49
FLAS Competitive Preference Priority 2	49

Asian Studies, or majoring in a discipline represented by the core faculty of the Institute for South Asia.

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.

The Institute of South Asia Studies, as an Organized Research Unit within the University of California at Berkeley, a land-grant public institution, is a non-partisan, non-denominational institution that welcomes intellectual debate, diverse perspectives and a wide range of viewpoints. This commitment applies in teaching, research and public outreach activities and programs.

The UC Berkeley policy on openness and freedom to publish reads, “The University of California at Berkeley is committed to maintaining a teaching and research environment that is open for the free exchange of ideas among faculty and students in all forums—classrooms, laboratories, seminars, meetings, and elsewhere. Such an environment contributes to the progress of research in all disciplines. There can be no fundamental limitation on the freedom to publish as the result of accepting extramural research support....”

Because of this commitment, Berkeley does not accept classified research projects from any sponsor, and does not accept sponsored project agreements in which results and/or data generated by the University are owned by the sponsor and are not available for the University’s scholarly purposes. The University of California does not accept any fundamental limitation on the freedom to publish and therefore cannot accept publication restrictions which convey veto or censorship authority to extramural sponsors of University projects.

The Institute of South Asia Studies, host of the South Asia National Resource Center, is committed to open debate and the exploration of a wide range of viewpoints, a commitment that is supported by UC policy and strongly demonstrated by the Institute’s record of public programming, publications and outreach. The four-year program of NRC activities outlined in this proposal is designed to foster such diversity of views and exchange of ideas. Organized research activities will explore a wide range of issues from multiple perspectives, with participants from the U.S. and abroad. Faculty members are always encouraged to present various sides of issues, even when one stance may be unpopular. The CSAS funds and supports a wide range of research programs and projects by students and faculty, and support is always based on the quality of the research design, rather than on the perspective taken by the researcher. In this cycle, we will continue to welcome debate and multiple perspectives on such diverse issues as politics, public health, and religion in South Asia. Outreach activities will expose teachers and students to a wide range of speakers with diverse viewpoints. ISAS is a non-political, academic unit that promotes the lively and free exchange of ideas for the furthering of knowledge in all aspects, both historical and contemporary, of South Asian studies.

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

The Institute of South Asia Studies and the South Asia National Resource Center at UC Berkeley will encourage government service in areas of national need, as identified by the US Department of Education, as well as in areas of need in the education, business and non-profit sectors by:

1) Training in the Department of Education's list of priority languages (Bengali, Hindi, Punjabi, Tamil, Telugu, and Urdu). South Asia itself is highlighted as a region of national need. Most of the other U.S. Departments emphasize Hindi and Urdu as critical languages of national need, and these are the languages for which the majority of our students receive FLAS fellowships.

2) Assisting our graduates who use their training in South Asian studies and languages to find employment in academia, the private sector, government service, or in the non-profit world. Recent post-graduate placements highlight that the South Asia program at UC Berkeley is able to increase the national supply of South Asian specialists, and we see this as a true measure of success for this program.

3) Collaborating with professional schools like Law, Journalism, Public Policy, Public Health, and Business to encourage advanced graduates to go on to careers in the non-profit sector, education, journalism and law, with a South Asia focus.

4) Developing areas studies course offerings that are among the richest in the nation. Over 6,000 UC Berkeley students from every possible major and discipline took courses last year on South Asia. These students enter the national workforce by the thousands annually with an enhanced understanding of East Asia within a global context.

5) Engaging in outreach activities to train new and veteran teachers about South Asia, and working with them to bring global perspectives into their classrooms. This will be accomplished through conducting Summer Institutes, year-around Working Groups, outreach to a local Minority-Serving community colleges and collaborations with the largest teacher training group allied with the UC Berkeley Graduate School of Education.

6) Continuing to establish international exchange agreements with institutions in South Asia that foster student and visiting scholar exchange between the United States and South Asia in all areas, especially with Pakistan, an important country identified to be of national interest.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: The Regents of the University of California

Name/Title of Authorized Representative (Printed): Anna Lau

Title: Contract and Grant Officer

Telephone: 510-642-28114

Signature:



E-mail: spoaward@berkeley.edu

Date:

6-24-14

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Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to **apply for Federal assistance**, and the institutional, managerial and financial capability (including funds sufficient to pay the **non-Federal share of project cost**) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for **fair and equitable treatment** of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL		TITLE
Anna Lau 		Contract and Grant Officer
APPLICANT ORGANIZATION		DATE SUBMITTED
The Regents of the University of California		6-24-14

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
The Regents of the University of California, Berkeley	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Anna"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Lau"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Contract and Grant Officer"/>	
* SIGNATURE: <input type="text" value="Signature"/>	* DATE: <input type="text" value="6-24-14"/>



Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
 - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
 - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
 - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
 - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
 - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
 - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
 - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et. seq.);
 - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
 - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
 - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134i);
 - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
 - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
 - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
 - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
 - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
 - Law Enforcement Education Program (42 U.S.C. 3775);
 - Indian Fellowship Program (29 U.S.C. 774(b));
 - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

(Signature)

6-24-14

(Date)

Anna Lau, Contract and Grant Officer
(Typed or Printed Name)

Name or number of ED program under which this certification is being made: CFDA 84.015A & 84.015B
ED 80-0016 (Revised 2/01)

Appendix 1:

Course List



Appendix 1
Institute for South Asia Studies Course List
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Course Number/Title	Description	Instructor	Units	% of Content	2012-2013 Enrollment				Offered	
					Sem	UG	Grad	Total	13-14	14-15
African American Studies										
R1A Freshman Composition	Training in expository, argumentative, and other styles of writing. The assignments will focus on themes and issues in African American life and culture. Satisfies the first half of the Reading and Composition requirement.	NANDA, A	4	25	SP '13	14	0	14	X	X
R1B Freshman Composition	Continued training in expository and argumentative writing, with more emphasis on literary interpretation. Satisfies the second half of the Reading and Composition requirement.	NANDA, A	4	25	FA '12	24	0	24	X	X
					SP '13	19	0	19		
					SUM '13	13	0	13		
155 Lit Carib: Sig Them	An introduction to representative works, themes, and discourses in Caribbean literatures--produced by authors from the Anglophone, Creolophone, Francophone, and Hispanophone areas within Plantation America. Includes examinations of indigenous folkways and nation languages as sources for a re-examination of Caribbean culture and literary history.	NANDA, A	4	25	FA '12	15	1	16		
159 Spec Top Afam Lit	Special topics in African American literature	NANDA, A	4	25	FA '12	11	0	11	X	
173AC Ghandi and the Civil Rights Movement in America	This course surveys the impact of Gandhi's philosophy of nonviolence and justice in American Civil Rights struggles. Through narratives, images from African American, itinerant Gandhian, and ethnic critics of race practice in American culture, we examine how Gandhian satyagraha shaped emergent civil resistance movements, as also the global appeal to nonviolent democracy.	BILMORIA, P	3	50	SP '13	18	0	18		
Anthropology										
R5B Reading & Comp	Reading and composition courses based on the anthropological literature. These courses provide an	ROY, A	4	50	FA '12	15	0	15	X	
					SP '13	15	0	15		

3AC Intro to Social/Cultural Anthropology	<i>The structure and dynamics of human cultures and social institutions from a comparative perspective with special attention to American cultures and their roots. Case studies will illustrate the principles presented in the course. It fulfills the requirements for 3.</i>	ROY, A	4	25	SUM '13	44	0	44	X	X
115 Introduction to Medical Anthropology	<i>Cultural, psychological, and biological aspects of the definitions, causes, symptoms, and treatment of illness. Comparative study of medical systems, practitioners, and patients.</i>	COHEN, L	4	25	SP '13	86	0	86		
119 Med Anthro Topics	<i>Special topics in cultural, biomedical and applied approaches to medical anthropology</i>	SCHEPER-HUGHES, N	4	50	FA '12	33	0	33		
189 Spec Top: Soc/Cult	<i>Various topics covering current research theory, method; issues of social and cultural concern; culture</i>	ROY, A	4	50	FA '12	27	0	27	X	X
H195A Senior Honors	<i>Systematic readings in history and modern theory, collection and analysis of research materials, and the preparation of an honors thesis. Group or individual tutorials.</i>	COHEN, L	4	50	SP '13	35	0	35		
					FA '12	3	0	3		
H195B Senior Honors	<i>Systematic readings in history and modern theory, collection and analysis of research materials, and the preparation of an honors thesis. Group or individual tutorials.</i>	COHEN, L	4	50	SP '13	3	0	3		
199 Supervised Independent Study	<i>Supervised independent study and research.</i>	COHEN, L	1 to 4	25	SP '13	1	0	1	X	
280C South Asia		COHEN, L	4	100	SP '13	0	4	0		
298 Dir Read	<i>Individual conferences intended to provide directed reading in subject matter not covered by available seminar offerings.</i>	AGARWAL, S C	1 to 8	50	FA '12	0	1	1		
298 Dir Read	<i>Individual conferences intended to provide directed reading in subject matter not covered by available seminar offerings.</i>	COHEN, L	1 to 8	50	FA '12	0	1	1	X	X
298 Dir Read	<i>Individual conferences intended to provide directed reading in subject matter not covered by available seminar offerings.</i>	MAHMOOD, S	1 to 8	50	SP '13	0	3	3		
					FA '12	0	2	2		
299 Directed Research	<i>Individual conferences to provide supervision in the</i>	AGARWAL, S C	1 to 12	50	FA '12	0	3	3	X	X
299 Directed Research	<i>Individual conferences to provide supervision in the preparation of an original research paper or</i>	COHEN, L	1 to 12	50	SP '13	0	3	3		
					FA '12	0	4	4	X	X
					SP '13	0	4	4		
299 Directed Research		MAHMOOD, S	1 to 12	50	SUM '13	0	4	4		
					FA '12	0	1	1	X	X

	<i>Individual conferences to provide supervision in the preparation of an original research paper or training in the logistics and the pedagogical issues of undergraduate teaching</i>					SP '13	0	1	1		
300 Grad Pedagogy Smnr	<i>Training in the logistics and the pedagogical issues of undergraduate teaching</i>	AGARWAL, S C	1 to 12	25		SUM '13	0	2	2		
301 Professional Training: Teaching	<i>Group consultation with instructor. Supervised training with instructor on teaching undergraduates</i>	COHEN, L	1 to 6	25		FA '12	0	14	14		
						SP '13	0	1	1		
Asian American Studies											
128AC Muslims in America	<i>The course traces Islam's journey in America. It will deal with the emergence of identifiable Muslim communities throughout the U.S. and focus on patterns of migration, the ethnic makeup of such communities, gender dynamics, political identity, and cases of conversion to Islam. The course will spend considerable time on the African American, Indo-Pakistani, and Arab American Muslim communities since they constitute the largest groupings. It also examines in depth the emergence of national, regional, and local Muslim institutions, patterns of development pursued by a number of them, and levels of cooperation or antagonism. The course seeks an examination of gender relations and dynamics across the various Muslim groupings, and the internal and external factors that contribute to real and imagined crisis. The course seeks to conduct and document the growth and expansion of mosques, schools, and community centers in the greater Bay Area. Finally, no class on Islam in America would be complete without a critical examination of the impacts of 9/11 on Muslim communities, the erosion of civil rights, and the ongoing war on terrorism.</i>	BAZIAN, H A	4	50		FA '12	144	0	144	X	X
Asian Studies											
201 Proseminar	<i>This course is required of all first-year graduate students and is supervised by a regular faculty</i>	WADE, B C	1	25		FA '12	0	11	11	X	X
						SP '13	0	10	10		
Buddhist Studies											

C50 Intro to Buddhism	<i>This introduction to the study of Buddhism will consider materials drawn from various Buddhist traditions of Asia, from ancient times down to the present day. However, the course is not intended to be a comprehensive or systematic survey; rather than aiming at breadth, the course is designed around key themes such as ritual, image veneration, mysticism, meditation, and death. The overarching emphasis throughout the course will be on the hermeneutic difficulties attendant upon the study of religion in general, and Buddhism in particular.</i>	DALTON, J	4	100	FA '12	33	0	33		
C114 Tibetan Buddhism	<i>This course is a broad introduction to the history, doctrine, and culture of the Buddhism of Tibet. We will begin with the introduction of Buddhism to Tibet in the eighth century and move on to the evolution of the major schools of Tibetan Buddhism, Tibetan Buddhist literature, ritual and monastic practice, the place of Buddhism in Tibetan political history, and the contemporary situation of Tibetan Buddhism both inside and outside of Tibet.</i>	RONIS, J M	4	25	SP '13	14	0	14	X	X
C120 Buddhism- Silk Road	<i>This course is both an historical introduction to the Silk Road, understood as an ever-changing series of peoples, places, and traditions, as well as an introduction to the study of those same peoples, places, and traditions in the modern period. In this way, the class is intended both as a guide to the extant textual, archaeological, and art historical evidence from the Silk Road, but also as a framework for thinking about what it means to study Asia and Asian religions in the context of a contemporary American classroom.</i>	MEHENDALE, S	4	25	FA '12	15	0	15	X	
C128 Buddhism in Contemporary Society	<i>A study of the Buddhist tradition as it is found today in Asia. The course will focus on specific living traditions of East, South, and/or Southeast Asia. Themes to be addressed may include contemporary Buddhist ritual practices; funerary and mortuary customs; the relationship between Buddhism and other local religious traditions; the relationship between Buddhist institutions and the state; Buddhist monasticism and its relationship to the laity; Buddhist ethics; Buddhist "modernism," and so on.</i>	VON ROSPATT, A	4	25	FA '12	19	1	29		

C135 Tantric Traditions of Asia	<i>The emergence of the tantras in seventh and eighth-century India marked a watershed for religious practice throughout Asia. These esoteric scriptures introduced complex new ritual technologies that transformed the religious traditions of India, from Brahmanism to Jainism and Buddhism, as well as those of Southeast Asia, Tibet, Mongolia, China, Korea, and Japan. This course provides an overview of tantric religion across these regions.</i>	DALTON, J	4	25	SP '13	8	0	8		
I54 Death, Dreams, and Visions in Tibetan Buddhism	<i>Tibetan Buddhists view the moment of death as a rare opportunity for transformation. This course examines how Tibetans have used death and dying in the path to enlightenment. Readings will address how Tibetan funerary rituals work to assist the dying toward this end, and how Buddhist practitioners prepare for this crucial moment through tantric meditation, imaginative rehearsals, and explorations of the dream state.</i>	DALTON, J	4	25	SUM '13	12	0	12	X	X
C214 Tibetan Buddhism	<i>This course provides a place for graduate-level seminars in Tibetan Buddhism that rely primarily on secondary sources and Tibetan texts in translation. Content will vary between semesters but will typically focus on a particular theme. Themes will be chosen according to student interests, with an eye toward introducing students to the breadth of available western scholarship on Tibet, from classics in the field to the latest publications.</i>	DALTON, J	2 or 4	25	FA '12	1	4	5		
C215A Indian Buddhist Text	<i>This graduate seminar focuses on reading a wide spectrum of Indian Buddhist texts in the Sanskrit (or Pali) original introducing the students to different genres, and different aspects of Indian Buddhism. The students taking the course for two units (rather than four) will be expected to prepare thoroughly every week for the reading of Buddhist texts in the original. They will also be expected to read all related secondary literature that is assigned to supplement the study of the primary source material. In contrast to the students taking the course for four units, they will not be expected to write a term paper or to prepare special presentations for class.</i>	VON ROSPAT, A	2 or 4	100	FA '12	0	8	8		

C215B Readings in Indian Buddhist Texts	<i>This graduate seminar focuses on reading a wide spectrum of Indian Buddhist texts in the Sanskrit (or Pali) original introducing the students to different genres, and different aspects of Indian Buddhism. The students taking the course for two units (rather than four) will be expected to prepare thoroughly every week for the reading of Buddhist texts in the original. They will also be expected to read all related secondary literature that is assigned to supplement the study of the primary source material. In contrast to the students taking the course for four units, they will not be expected to write a term paper or to prepare special presentations for class.</i>	VON ROSPATT, A	2 or 4	100	SP '13	0	8	8	
C220 Seminar in Buddhism and Buddhist Texts	<i>Content varies with student interest and needs. The course will normally focus on classical Buddhist texts that exist in multiple recensions and languages, including Chinese, Sanskrit, and Tibetan.</i>	VON ROSPATT, A	2 or 4	50	SP '13	0	10	10	X
C224 Readings in Tibetan Buddhist Texts	<i>This graduate seminar provides an introduction to a broad range of Tibetan Buddhist texts as well as to the methods and resources for their study. Readings for the course will be drawn from a variety of genres and historical periods, including (1) chronicles and histories, (2) biographical literature, (3) doctrinal treatises, (4) canonical texts, (5) ritual manuals, (6) pilgrimage guides, and (7) liturgical texts. The seminar is designed to be of interest to graduate students interested in premodern Tibet from any perspective (literature, religion, art, history, philosophy, law, etc.). Students are required to do all of the readings in the original classical Tibetan. The course will also introduce students to "tools and methods" for the study of Tibetan Buddhist literature, including standard lexical and bibliographic references, digital resources, and secondary literature in modern languages.</i>	DALTON, J	2 or 4	25	SP '13	0	2	2	

C224 Readings in Tibetan Buddhist Texts	This graduate seminar provides an introduction to a broad range of Tibetan Buddhist texts as well as to the methods and resources for their study. Readings for the course will be drawn from a variety of genres and historical periods, including (1) chronicles and histories, (2) biographical literature, (3) doctrinal treatises, (4) canonical texts, (5) ritual manuals, (6) pilgrimage guides, and (7) liturgical texts. The seminar is designed to be of interest to graduate students interested in premodern Tibet from any perspective (literature, religion, art, history, philosophy, law, etc.). Students are required to do all of the readings in the original classical Tibetan. The course will also introduce students to "tools and methods" for the study of Tibetan Buddhist literature, including standard lexical and bibliographic references, digital resources, and secondary literature in modern languages.	RONIS, J M	2 or 4	25	SP '13	1	1	2		
298 Directed Study for Graduate Students	Special tutorial or seminar on selected topics not covered by available courses or seminars.	VON ROSPATT, A	1 to 8	25	SP '13	0	1	1	X	X
298 Directed Study for Graduate Students	Special tutorial or seminar on selected topics not covered by available courses or seminars.	DALTON, J	1 to 8	25	SUM '13	0	2	2		
299 Thesis Preparation and Related Research		VON ROSPATT, A	1 to 8	25	SP '13	0	2	2	X	X
Business Administration										
Doctoral Program										
229S Research Seminar in Accounting	Advanced study in the field of Accounting. Topics will vary from year to year and will be announced at the beginning of each semester.	DUTTA, S	2 to 4	25	SP '13	0	11	11		
259S Research Seminar in Organizational Behavior and Industrial Relations	Advanced study in the field of Organizational Behavior and Industrial Relations. Topics will vary from year to year and will be announced at the beginning of each semester.	SRIVASTAVA, S B	2 to 4	25	SP '13	0	11	11		
299A Individual Research Evening/ Weekend	Individual conferences	DUTTA, S	1 to 12	25	SUM '13	0	3	3		
206-01A Introduction to Marketing		IYER, G		25	FA '12	0	56	56	X	X
206-01B Introduction to Marketing		IYER, G		25	FA '12	0	60	60	X	X
254 Power, Politics Org		SRIVASTAVA, S B		25	SP '13	0	33	33		

Undergraduate									
98 Directed Group Study		ZAFAR, N	1 to 4	25	FA '12	16	0	16	
192N Topics in Non-Profit Management	<i>Advanced study in the field of non-profit management that will address current and emerging issues. Topics will vary with each offering and will be announced at the beginning of each term.</i>	BULLUSWAR, S	1 to 5	25	FA '12				
195S Entrepreneurship To Address Global Poverty	<i>This course examines whether and how entrepreneurial ventures can meaningfully address global poverty vs. more traditional approaches such as foreign aid, private philanthropy or corporate social responsibility initiatives. Combining lectures, case studies, and interviews with social entrepreneurs, it explores poverty and entrepreneurship before focusing on their intersection in various bottom-of-pyramid markets, from health, housing, and education to energy, agriculture, and finance.</i>	DANNER, J D	3	25	SP '13	32	1	33	X
198 Directed Group Study		ZAFAR, N	1 to 4	25	FA '12	41	0	41	
Comparative Literature									
R1A Engl Comp World Lit	<i>Expository writing based on analysis of selected masterpieces of ancient and modern literature.</i>	BRITO, F	4	25	FA '12	32	0	32	X
R1B Engl Comp World Lit	<i>Expository writing based on analysis of selected masterpieces of ancient and modern literature.</i>	BRITO, F	4	25	SP '13	14	0	14	X
		BONETTI, G			SUM '13	9	1	10	X
		GORDON, M			SUM '13	7	0	7	
165 Myth & Literature	<i>Study of the earliest myth texts and of the progressive growth of literature out of myth to the present day. Myth and oral composition. Emphasis on the meanings of myth as reflected in varying idioms.</i>	REJHON, A C	4	25	FA '12	23	0	23	
199 Supervised Independent Study and Research	<i>Application of the methods of Comparative Literature to the study of genres.</i>	RAM, H	4	25	FA '12	1	0	1	
City and Regional Planning									
115 Urban Devel Count	<i>The course covers issues of development and urbanization from the era of colonialism to the era of contemporary globalization. Themes include modernization, urban informality and poverty, transnational economies, and the role of international institutions and agencies.</i>	ROY, A	4	25	FA '12	202	4	206	X

200 Hist City Planning	<i>The history of city planning and the city planning profession in the context of urban history. Principal focus on the evolution of North American planning practice and theory since the late 19th century; some comparative and earlier material.</i>	ROY, A	3	25	FA '12	0	49	49	X	
271 Development Theories and Practices	<i>This course covers the theory and praxis of international development. It studies the project of development, from its Cold War launching to its metamorphosis into the current era of economic globalization and liberalization. And it examines the theoretical models and discursive debates that have accompanied each phase, including the recent critiques put forth by feminism and postcolonialism. The course also locates development in the industrialized world, "here" rather than "elsewhere," thereby unsettling the normalized hierarchy of First and Third Worlds.</i>	ROY, A	3	25	SP '13	0	5	5		
298 Group Studies		ROY, A	1 to 3	25	SP '13	0	3			
299 Indiv Study Res	<i>Individual study or research program; must be worked out with instructor in advance of signing up for credits</i>	ROY, A	1 to 12	50	FA '12	0	7	7	X	
602 Indiv Study PhD	<i>Individual study in consultation with the major field adviser, intended to provide an opportunity for qualified students to prepare themselves for the various examinations required of candidates for the Ph.D.</i>	ROY, A	1 to 8	50	SP '13	0	10	10		
					FA '12	0	1	1		
Development Practice										
237 Leadership, Conflict Resolution, & Community Dev	<i>This three-segment course starts with critical evaluation of literature and methods for communal natural resource management, followed by a segment that emphasizes leadership skills and conflict resolution approaches for development. The third segment will address issues of conflict and policymaking in a global context and provide the institutional perspective of development organizations and strategies.</i>	RAY, I	3	25	SP '13	0	20	20		

300	Interactive/Multidisciplinary Seminar	The course assumes that students know little about life in Third World countries and are unfamiliar with the relevant theory in political economy of development and underdevelopment. The first part of the course covers the historical patterns of incorporation into an expanding world system and the different theories associated with these processes. The second part deals with a variety of micro and macro phenomena organized around land, labor, and work.	SCHARFFENBERGER, G	2	25	FA '12	0	15	15	X	
East Asian Languages and Culture											
Tibetan 10A	Intermediate	This course, a continuation of 1A-1B (elementary Tibetan), is designed to further develop the student's skills in modern standard Tibetan. The emphasis is on communication skills in vernacular Tibetan, as well as grammar, reading, and writing.	SPARHAM, G	3	25	FA '12	0	3	3	X	X
Tibetan 10B	Intermediate	This course, a continuation of 1A-1B (elementary Tibetan), is designed to further develop the student's skills in modern standard Tibetan. The emphasis is on communication skills in vernacular Tibetan, as well as grammar, reading, and writing.	SPARHAM, G	3	25	SP '13	0	1	1		
Tibetan 100S	Advanced	This course is designed for advanced students of Tibetan language. Its goal is to provide an opportunity	SPARHAM, G	1	25	FA '12	0	2	2		
Tibetan	Conversation	This course is a broad introduction to the history, doctrine, and culture of the Buddhism of Tibet. We will begin with the introduction of Buddhism to Tibet in the eighth century and move on to the evolution of the major schools of Tibetan Buddhism, Tibetan Buddhist literature, ritual and monastic practice, the place of Buddhism in Tibetan political history, and the contemporary situation of Tibetan Buddhism both inside and outside of Tibet.	RONIS, J M	4	25	SP '13	0	2	2	X	X

C120 Buddhism- Silk Road	<i>This course is both an historical introduction to the Silk Road, understood as an ever-changing series of peoples, places, and traditions, as well as an introduction to the study of those same peoples, places, and traditions in the modern period. In this way, the class is intended both as a guide to the extant textual, archaeological, and art historical evidence from the Silk Road, but also as a framework for thinking about what it means to study Asia and Asian religions in the context of a contemporary American classroom.</i>	MEHENDALE, S	4	25	FA '12	15	0	15	X	
C128 Buddhism Contemp	<i>A study of the Buddhist tradition as it is found today in Asia. The course will focus on specific living traditions of East, South, and/or Southeast Asia. Themes to be addressed may include contemporary Buddhist ritual practices; funerary and mortuary customs; the relationship between Buddhism and other local religious traditions; the relationship between Buddhist institutions and the state; Buddhist monasticism and its relationship to the laity; Buddhist ethics; Buddhist "modernism," and so on.</i>	VON ROSPATT, A	4	50	FA '12	18	0	18		
C214 Seminar in Tibetan Buddhism	<i>This course provides a place for graduate-level seminars in Tibetan Buddhism that rely primarily on secondary sources and Tibetan texts in translation. Content will vary between semesters but will typically focus on a particular theme. Themes will be chosen according to student interests, with an eye toward introducing students to the breadth of available western scholarship on Tibet, from classics in the field to the latest publications.</i>	DALTON, J	2 or 4	25	FA '12	0	1	1		

C224 Readings in Tibetan Buddhist Texts	This graduate seminar provides an introduction to a broad range of Tibetan Buddhist texts as well as to the methods and resources for their study. Readings for the course will be drawn from a variety of genres and historical periods, including (1) chronicles and histories, (2) biographical literature, (3) doctrinal treatises, (4) canonical texts, (5) ritual manuals, (6) pilgrimage guides, and (7) liturgical texts. The seminar is designed to be of interest to graduate students interested in premodern Tibet from any perspective (literature, religion, art, history, philosophy, law, etc.). Students are required to do all of the readings in the original classical Tibetan. The course will also introduce students to "tools and methods" for the study of Tibetan Buddhist literature, including standard lexical and bibliographic references, digital resources, and secondary literature in modern languages.	DALTON, J	2 or 4	25	SP '13	0	1	1		
Energy and Resources Group										
C283 ICT for Development	This seminar reviews current literature and debates regarding Information and Communication Technologies and Development (ICTD). This is an interdisciplinary and practice-oriented field that draws on insights from economics, sociology, engineering, computer science, management, public health, etc.	RAY, I	3	25	FA '12	0	8	8		
292D Master's Project	Required of second-year Energy and Resources' Master's candidates. Topics include the adoption of a research project, research design, presentation of work, statistical analyses. Students will apply the interdisciplinary methods, approaches, and perspectives learned in the core curriculum. Sequence begins fall each year. Credit and grade to be awarded upon completion of the full sequence.	RAY, I	2	25	FA '12	0	9	9		
296 Doctoral Seminar	Lectures, reports, and discussions on current research in energy and resources. Particular emphasis on topics	RAY, I	2	25	FA '12	0	12	12	X	
299 Indiv Research	Investigation of problems in energy and resources from an interdisciplinary perspective	RAY, I	1 to 12	25	FA '12	0	6	6	X	
					SP '13	0	7	7		

301 Grad Stud Inst Prac	Course credit for experience gained in academic teaching through employment as a graduate student instructor.	RAY, I	3	25	FA '12	0	1	1		
English										
43A Intro/Writ Fiction	A workshop course intended for students who have recently begun to write fiction or who have not previously taken a course in creative writing.	CHANDRA, V	4	25	FA '12	13	0	13		
45A Lit in English	Historical survey of literature in English from Chaucer through the 20th century.	LANDRETH, D	4	25	FA '12	66	0	66		
98 Directed Group Study	Group study in a field that may not coincide with that of any regular course and must be specific enough to enable students to write essays based upon their	CHANDRA, M J	4	25	FA '12	7	0	7	X	X
		CHANDRA, V			FA '12	9	0	9		
		CHANDRA, V			SP '13	6	0	6		
99 Supervised Independent Study	Meetings to be arranged. Reading and regular conference with the instructor in a field that shall not coincide with that of any regular course and shall be specific enough to enable students to write essays based on their studies.	CHANDRA, V	1 to 4	25	SUM '13	1	0	1		
141 Modes of Writing	Writing in connection with reading in recent English literature and its continental background.	CHANDRA, M J	4	25	FA '12	93	0	93	X	
143A Short Fiction	A seminar in writing short stories.	CHANDRA, V	4	25	SP '13	13	0	13		
180H Short Story	Lectures on and discussion of the form of the short story.	CHANDRA, V	4	25	FA '12	107	0	107		
198 Directed Group Stdy	Enrollment is restricted by university regulations. Group study in a field that shall not coincide with that of any regular course and shall be specific enough to	CHANDRA, M J	4	25	FA '12	10	0	10	X	X
		CHANDRA, V			FA '12	4	0	4		
		CHANDRA, V			SP '13	9	0	9		
199 Superv Indep Study	Meetings to be arranged. Enrollment is restricted by university regulations. Reading and conference with the instructor in a field that shall not coincide with	CHANDRA, V	4	25	FA '12	2	0	2	X	X
		CHANDRA, V			SP '13	2	0	2		
		CHANDRA, M J			SP '13	1	0	1		
Ethnic Studies										
130 Multicultural America	How and why did American society become racially and ethnically diverse? This comparative study of racial minorities and European immigrant groups examines selected historical developments, events, and themes from the 17th century to the present.	CHOY, G P	4	25	FA '12	29	0	29		
Film										

RIA The Craft of Writing- Film Focus	Rhetorical approach to reading and writing argumentative discourse with a film focus. Close reading of selected texts; written themes developed from class discussion and analysis of rhetorical strategies.	LOKHANDWALA, M	4	25	SP '13	21	0	21		
Geography										
C55 Introduction to Central Asia	This course will introduce the student not only to ancient and modern Central Asia, but also to the role played by the region in the shaping of the history of neighboring regions and regimes. The course will outline the history, languages, ethnicities, religions, and archaeology of the region and will acquaint the student with the historical foundations of some of the political, social and economic challenges for contemporary post-Soviet Central Asian republics.	MEHENDALE, S	3	25	FA '12	28	0	28		
123 Postcolonial Geographies	Postcolonial studies focus on how processes of colonialism/imperialism continue even after the formal dissolution of empire. A central argument of this course is that critical human geography can make important contributions to understanding the interconnections between forces at play in different parts of the world. Drawing on concepts of space, place, culture, power, and difference, its purpose is to provide a set of tools for grappling with the conditions in which we find ourselves, and for thinking about the possibilities for social change.	HART, G P	4	50	FA '12	42	2	44	X	X
Global Poverty and Practice										
105 Global Practice	This course is intended to provide students with the necessary background and knowledge to undertake projects and work experience of a global scope.	TALWALKER, C	4	50	FA '12	22	0	22	X	
115 Global Poverty	This class seeks to provide a rigorous understanding of 20th century development and thus 21st century poverty alleviation. Students will take a look at popular ideas of poverty alleviation, the institutional framework of poverty ideas and practices, and the social and political mobilizations that seek to transform the structures of poverty.	ROY, A	4	50	SP '13	21	0	21		
					SP '13	17	0	17		
					FA '12	352	1	353	X	

Gender and Women's Studies									
102 Transitional Fem	An overview of transnational feminist theories and practices, which address the workings of power that shape our world, and women's practices of resistance within and beyond the U.S. The course engages with genealogies of transnational feminist theories, including analyses of women, gender, sexuality, "race," racism, ethnicity, class, nation; postcoloniality; international relations; post-"development"; globalization; area studies; and cultural studies.	BACCHETTA, P	4	25	FA '12	74	1	75	X
141 Interrogating Global Economic "Development"	An introduction to women and gender in "development." Addresses theories of "development" (modernization, demographic transition, dependency, world systems, post-development, postcolonial, and transnational feminist): productions and representations of "underdevelopment"; national and international "development" apparatuses; "development" practices about labor, population, resources, environment, literacy, technologies, media; and women's resistance and alternatives.	BACCHETTA, P	4	25	SP '13	46	0	46	
210 Advanced Interdisciplinary Studies	A cross-disciplinary examination of specific problems in the study of gender, women, and sexuality. Topics will vary; for example, representations of motherhood, women in the public sphere, work and gender, globalization of gender, and the history of sexuality.	BACCHETTA, P	4	25	FA '12	0	16	16	X
Hindi-Urdu									
1A Introductory Hindi	Hindi writing systems. Survey of grammar. Graded exercises and readings drawn from Hindi literature, leading to mastery of grammatical structures and	HUETTEMANN, A L	5	100	FA '12	6	4	10	X
		HUETTEMANN, A L				21	0	21	
		GOULDING, G Y				12	0	12	
1B Introductory Hindi	Hindi writing systems. Survey of grammar. Graded exercises and readings drawn from Hindi literature,	HUETTEMANN, A L	5	100	SP '13	1	2	3	
						12	2	14	

2A Introductory Urdu	<i>The course concentrates on developing skills in reading, writing, speaking, and aural comprehension. Evaluation is based on attendance, written homework assignments, quizzes, dictations, and examinations. Conventional teaching materials may be supplemented by popular songs and clips from contemporary Indian cinema.</i>	JALII, Q	5	100	FA '12	12	0	12	X	
2B Introductory Urdu	<i>The course concentrates on developing skills in reading, writing, speaking, and aural comprehension. Evaluation is based on attendance, written homework assignments, quizzes, dictations, and examinations. Conventional teaching materials may be supplemented by popular songs and clips from contemporary Indian cinema.</i>	JALII, Q	5	100	SP '13	5	0	5		
100A Intermediate Hindi	<i>This course acquaints students with representative readings from Hindi texts on pivotal cultural issues from a wide variety of sources, to enable them to acquire cultural competence in the language. Systematic training in advanced grammar and syntax, reinforced by exercises in composition, both oral and written. Special attention to developing communication skills.</i>	HUETTEMANN, A.L	4	100	FA '12	6	0	6	X	
100B Intermediate Hindi	<i>This course acquaints students with representative readings from Hindi texts on pivotal cultural issues from a wide variety of sources, to enable them to acquire cultural competence in the language. Systematic training in advanced grammar and syntax, reinforced by exercises in composition, both oral and written. Special attention to developing communication skills.</i>	HUETTEMANN, A.L	4	100	SP '13	5	0	5		

101A Readings in Modern Hindi	<i>This course is designed for students who have already achieved an intermediate level of proficiency in speaking, reading, and writing Hindi. Its objective is to move students toward a greater level of fluency in each of these key areas. Students will be introduced to a variety of contemporary literary genres. Weekly readings and discussions will be on short stories, poems, and dramatic sketches from representative authors. These readings focus on various social, cultural, political, and historical aspects of Indian society.</i>	JAIN, U R	3	100	FA '12	3	2	5	X	
101B Readings in Modern Hindi	<i>This course is designed for students who have already achieved an intermediate level of proficiency in speaking, reading, and writing Hindi. Its objective is to move students toward a greater level of fluency in each of these key areas. Students will be introduced to a variety of contemporary literary genres. Weekly readings and discussions will be on short stories, poems, and dramatic sketches from representative authors. These readings focus on various social, cultural, political, and historical aspects of Indian society. Students are encouraged to explore these issues in their written assignments as well as in their class discussions. Written assignments on themes suggested by the reading will be required. We will also work on advanced grammar and special attention will be given to matters of style and idiom. The class will be conducted entirely in Hindi and students will acquire language skills sufficient to approach literary texts on their own.</i>	JAIN, U R	3	100	SP '13	6	1	7		
103A Intermediate Urdu	<i>Introduces various types of written and spoken Urdu; vocabulary building, idioms, and problems of syntax; and conversation. Reading of selected fiction and nonfiction in modern Urdu, including fables, short stories, and poetry. Exercises in grammar, conversation, and composition.</i>	JALIL, Q	4	100	FA '12	3	1	4	X	

103B Intermediate Urdu	Introduces various types of written and spoken Urdu; vocabulary building, idioms, and problems of syntax; and conversation. Reading of selected fiction and nonfiction in modern Urdu, including fables, short stories, and poetry. Exercises in grammar, conversation, and composition.	JALII, Q	4	100	SP '13	7	1	8		
104A Advanced Urdu	Reading of Urdu prose and poetry in a variety of literary and scholarly styles; composition. Topics in advanced grammar; designed to improve proficiency in speaking, listening, reading, and writing. Students will be expected to converse in a clearly participatory fashion, initiate, sustain, and bring to closure a wide variety of communicative tasks using diverse language strategies.	JALII, Q	3	100	FA '12	0	1	1	X	
104B Advanced Urdu	Reading of Urdu prose and poetry in a variety of literary and scholarly styles; composition. Topics in advanced grammar; designed to improve proficiency in speaking, listening, reading, and writing. Students will be expected to converse in a clearly participatory fashion, initiate, sustain, and bring to closure a wide variety of communicative tasks using diverse language strategies.	JALII, Q	3	100	SP '13	1	1	2		
221 Hindi Literature	The course will focus on readings in modern Hindi fiction, drama and critical essays, occasionally also on the medieval devotional literature in Hindi. Topics will vary from year to year. Students will be expected to write a 20-25 page research paper.	SAWHNEY, S	4	100	SP '13	0	2	2	X	
History of Art										
30 Art of India	This course surveys the arts of India from 2000 BC to the present, including painting, sculpture, and architecture. It treats prehistoric material (Indus Valley), Buddhist sculpture and painting, Hindu temples and their images, miniature painting, and modern art. Art will be considered in relation to its religious, political, and social contexts. The course will normally focus on major monuments, seen from multiple viewpoints, or upon problems and issues that relate the art of this area to traditions of other parts of the world (or differentiate it from them).	RAY, S	4	100	FA '12	68	0	68		

C121A Topics in Islamic Art	<i>The course will treat in depth topics in Islamic architecture and topics in Islamic art. Subjects addressed may include painting, calligraphy, and book production.</i>	MOSTAFA, H	4	100	FA '12	15	0	15	
I36C Art of India: Painting	<i>A selective survey of major developments in Muslim and Rajput painting from 1350 to the present.</i>	RAY, S	4	100	SP '13	18	0	18	
192A Asian		GUPTA, A	4	25	SP '13	1	0	1	X
192H Mod/Contemp Art	<i>This undergraduate seminar examines the resurgence of craft within contemporary art and theory. In a time when much art is outsourced--fabricated by large studios of assistants--what does it mean when artists return to traditional, and traditionally laborious, methods of handwork such as knitting, ceramics, or woodworking? Our readings will consider historical and theoretical questions of process, materiality, skill, bodily effort, gendered labor, and alternative economies of production.</i>	GUPTA, A	4	25	FA '12	1	0	1	
236 Seminar in the Art of India		RAY, S	2 or 4	100	SP '13	0	5	5	
290 Special Topics in Fields of Art History	<i>Topics explore themes and problems, often reflect current research interests of the instructor, and supplement regular curricular offerings.</i>	GUPTA, A	2 or 4	25	FA '12	0	2	2	
History									
R1B Reading & Composition in History	<i>Reading and composition courses based upon primary historical documents and secondary historical scholarship. These courses provide an introduction to core issues in the interpretation of historical texts and introduce students to the distinctive ways of reading primary and secondary sources. Courses focus on specific historical topics but address general issues of how historians read and write.</i>	NATARAJAN, R A	4	25	FA '12	16	0	16	X
11 India		PAL, G V	4	100	FA '12	27	0	27	X
101 Research, Writing	<i>Individual research projects carried out in seminar sections in various historical fields resulting in a lengthy paper, with readings and discussions on general problems of historical inquiry. In addition to regular class meetings, individual consultations with the instructor, research, and preparation totaling ten to twelve hours per week are required.</i>	PAL, G V	5	25	SP '13	2	0	2	X

103F Proseminar: Asia	<i>Designed primarily to give majors in history elementary training in historical criticism and research.</i>	PAI, G V	4	50	FA '12	13	0	13		
111A Southeast Asia to the 18th Century	<i>The rise of the region's most important classical and early modern states; long-term economic, social, and religious trends.</i>	ZINOMAN, P B	4	75	FA '12	17	0	17		
112B Modern South Africa, 1652- Present	<i>This course will examine three centuries of South African history that account for the origin and development of the recently dismantled apartheid regime. Our aim is to understand the major historical forces that progressively shaped what became a turbulent socio-cultural, economic, political, and racial frontier.</i>	KANOGO, T M	4	25	SP '13	19	0	19		
114B Modern South Asia	<i>Here we will deal with the history of South Asia between the coming of the Europeans and the present. It will be organized around a series of contested formulations about the recent South Asian past. One of these problems is: how was India comprehended and manipulated by the Europeans? The second problem is: How was India conquered, by the sword or by the word? The third is: How did Indians resist the British? Finally, how was the voice of women, lower classes, and others expressed and heard? We will read books about language, gender, the "subaltern" classes, and women in an attempt to understand these questions.</i>	PAI, G V	4	100	SP '13	35	0	35		X
C139B The American Immigrant Experience	<i>The history of the United States is the history of migration. The course covers the evolution of the American population from about 20,000 BC with the goal of understanding the interdependent roles of history and demography. As an American cultures class, special attention is given to the experiences of 18th- and 19th-century African and European immigrants and 20th- and 21st-century Asian and Latin American immigrants. Two substantial laboratory assignments; faculty with a spreadsheet program is assumed.</i>	MASON, C N	4	25	SP '13	10	0	10		
151C The Peculiar Modernity of Britain	<i>For many years, Britain was seen as the crucible of the modern world. This small, cold, and wet island</i>	VERNON, J CORBALY, J C	4 4	25 25	SP '13 SUM '13	55 9	0 0	55 9	X	

C187 The History and Practice of Human Rights	<i>A required class for students in the human rights minor (but open to others), this course examines the development of human rights. More than a history of origins, it explores the relationships between human rights and other crucial themes in the history of the modern era. As a history of international trends and an examination of specific practices, it will ask students to make comparisons across space and time and to reflect upon the evolution of human rights in both thought and action.</i>	HOFFMANN, S	4	50	FA '12	91	0	91	
275F Survey- Asia		BARSHAY, A E	4	25	SP '13		0	9	
International Area Studies									
45 Survey of World History	<i>This course focuses on benchmarks of the history of various nations and civilizations. It begins with the</i>	BALLENGER, S	4	25	FA '12	202	0	202	X
		BOHLING, J E			SP '13	205	0	205	
98 Directed Group Study		ROY, A	2	25	FA '12	32	0	32	
						19	0	19	
102 Scope and Methods of Research in International	<i>Required prerequisite for all students intending to enroll in Development Studies HI95 and Political</i>	TALWALKER, C	4	25	FA '12	30	0	30	X
					SP '13	16	0	16	
198 Directed Group Study		ROY, A	1 to 4	25	FA '12	29	1	30	X
					FA '12	40	0	40	
					SP '13	1	0	1	
Information									
198 Directed Group Study for Advanced		PARIKH, T S	1 to 4	25	FA '12	0	22	22	X
					SP '13	4	18	22	
199 Individual Study	<i>Individual study of topics in information management and systems under faculty supervision.</i>	PARIKH, T S	1 to 4	25	FA '12	1	1	2	
206 Distributed Computing Applications and Infrastructure	<i>Technological foundations for computing and communications: computer architecture, operating systems, networking, middleware, security. Programming paradigms: object oriented-design, design and analysis of algorithms, data structures, formal languages. Distributed-system architectures and models, inter-process communications, concurrency, system performance.</i>	PARIKH, T S	4	25	SP '13	0	35	35	

213 Interface Design	User interface design and human-computer interaction. Examination of alternative design. Tools and methods for design and development. Human computer interaction. Methods for measuring and evaluating interface quality.	PARIKH, T S	4	25	FA '12	2	30	32		
C283 ICT for Development	This seminar reviews current literature and debates regarding Information and Communication Technologies and Development (ICTD). This is an interdisciplinary and practice-oriented field that draws on insights from economics, sociology, engineering, computer science, management, public health, etc.	RAY, I	3	25	FA '12	1	9	10		
290 Special Topics in Information	Specific topics, hours, and credit may vary from section to section, year to year.	PARIKH, T S	1 to 4	25	FA '12	0	21	21	X	
298 Directed Group Study		PARIKH, T S	1 to 3	25	FA '12	0	12	12	X	X
					SP '13	0	2	2		
					SP '13	0	4	4		
					SP '13	0	20	20		
298A Directed Group Work on Final Project		PARIKH, T S	2	25	SP '13	0	12	12	X	X
299 Individual Study		PARIKH, T S	1 to 12	25	FA '12	0	3	3		
					SP '13	0	6	6		
					SUM '13	0	2	2		
Interdiscip. Studies Field										
98 Directed Group Study		BHANDARI, R	1 to 3	25	SP '13	5	0	5	X	
100A Introduction to Social Theory and Cultural Analysis	This course draws on the classical traditions of social theory as well as contemporary analysis to examine the basic conceptual underpinnings of modern societies. That is, we explore what it means to live in the modern, postmodern, hyper-modern, or global worlds. In particular we examine the nature of industrial and post-industrial social formations, cultural perceptions, and the development of ideological constructs. Changing understandings of the shapes of power and domination is a central linkage tying these various analyses together. We are particularly interested in charting the interrelationship between quickly shifting social changes on a local and global level and competing theoretical interpretations of their meaning.	BHANDARI, R	4	25	SP '13	125	1	126	X	X

100E Globalization and Rights	This interdisciplinary course is an introduction to the complex interplay of transnational values, international rights and legal institutions that increasingly govern social, cultural and geopolitical interactions in our contemporary world. Theoretical and methodological tools from the social sciences, jurisprudence, and philosophy will be applied in the analyses of these interplays. A study of rights and norms presupposes not only an understanding of the empirical evolution of rights traditions (including constitutional traditions) in a variety of global regions, but also an understanding of the theories of rights and laws that support such traditions as they are embedded in them (just war theories, peace theories, etc.) The study of rights and norms also requires an exploration of the transformations of crucial international norms and rights due to the formation of supranational institutions and organizations in the 20th century (UN, UNESCO, GO's, etc.).	TALWALKER, C	4	50	FA '12	73	0	73	X	X
100G Introduction to Science, Society, and Ethics	This interdisciplinary course will explore whether it has proven possible and desirable to understand society through value-free and positivistic scientific methods as predominantly developed in the transatlantic worlds of the 19th centuries. We shall explore questions that may be applied to the realms of public health and human biology, or to the social sciences generally, including anthropology, sociology, economics, and political science.	BHANDARI, R	4	25	FA '12	37	0	37		
189 Intro to Interdisciplinary Research	This course offers an introduction to interdisciplinary quantitative and qualitative research methods. It will	BHANDARI, R	3	25	FA '12	44	0	44	X	X
190 Senior Thesis	The preparation and presentation of a senior thesis pertaining to the student's individual area of concentration within the interdisciplinary studies field major.	BHANDARI, R	4	25	SP '13	22	0	22		
					FA '12	15	0	15	X	
192B Research: Social Sciences	Undergraduate Research Apprenticeship Program (URAP). Directed individual research on topics connected to faculty scholarship.	ROY, A	1 to 4	25	FA '12	4	25	29	X	X
		AGGARWAL, V K			SP '13	4	0	4		
		CHHIBBER, P			SP '13	7	0	7		
		RAY, I			SP '13	6	0	6		
		SRIVASTAVA, S B			SP '13	4	0	4		

192C Research: Biological Sciences	<i>Undergraduate Research Apprenticeship Program (URAP). Directed individual research on topics connected to faculty scholarship.</i>	PATEL, N	1 to 4	25	SP '13	5	0	5		
192D Research: Physical Sciences	<i>Undergraduate Research Apprenticeship Program (URAP). Directed individual research on topics connected to faculty scholarship.</i>	ROYCHOWDHURY, J	1 to 4	25	SP '13	1	0	1		
192E Research: Interdisciplinary Sciences	<i>Undergraduate Research Apprenticeship Program (URAP). Directed individual research on topics connected to faculty scholarship.</i>	AGARWAL, S C	1 to 4	25	FA '12 SP '13	6 3	0 0	6 3	X	X
HI95 Honors Thesis	<i>Entails writing a bachelor's thesis pertaining to the student's individual area of concentration within the interdisciplinary studies field major. The completed thesis will be read by the thesis adviser and one other faculty member.</i>	BHANDARI, R	4	25	SP '13	14	0	14		
198 Directed Group Study	Seminars for the group study of selected topics not covered by regularly scheduled courses. Topics will vary from semester to semester.	BHANDARI, R	1 to 3	25	SP '13	8	0	8	X	X
199 Supervised Independent Study		BHANDARI, R	1 to 4	25	FA '12 SP '13 SUM '13	1 1 2	0 0 0	1 1 2	X	X
Journalism										
235 Covering Asia	<i>This course will look at selected countries of Asia from the inside out and the outside in, with perspectives, analysis, and guidance from commentators here and journalists there.</i>	WAKEMAN, C G	4	25	FA '12	0	1	1		
Law										
252 Antitrust Law		KRISHNAMURTHY, P	2	25	FA '12	0	34	34		
299B Res-Indiv Project	<i>Law 299 consists of individual research-and-writing projects conducted under the active supervision of a member of the faculty.</i>	KRISHNAMURTHY, P	1 to 2	25	SP '13	0	2	2		
Music										
74 Intro to Selected Musics of the World	<i>Focus on performance practice, forms, styles, instruments, and meanings of particular musics from an ethnomusiological perspective. The musics to be studied vary; see offerings in the 130 series for specific course descriptions. Alternate lower division course numbering for lower division majors enrolling in the 130 series. This course will meet lower division major requirement.</i>	WADE, B C	4	50	FA '12	17	0	17		

139 Topics in Musics of the World	Surveys the music of different world cultures. The particular culture to be studied will vary.	BRUNET, C S	4	25	SP '13	74	0	74	X	X
299 Special Study	Open to properly qualified graduate students for research or creative work, including work on the	BEAHR, R WADE, B C	1 to 12	25	SUM '13 SP '13 SUM '13	8 0 0	0 1 1	8 1 1	X X X	X
Near Eastern Studies										
C26 Introduction to Central Asia	This course will introduce the student not only to ancient and modern Central Asia, but also to the role played by the region in the shaping of the history of neighboring regions and regimes. The course will outline the history, languages, ethnicities, religions, and archaeology of the region and will acquaint the student with the historical foundations of some of the political, social and economic challenges for contemporary post-Soviet Central Asian republics.	MEHENDALE, S	3	25	FA '12	28	0	28	X	X
126 Silk Road Art	The course will outline art and archaeology of the Silk Roads from the 5th century BCE to the 10th century CE. A number of specific sites located along the Silk Roads will be selected and explored in depth, as examples which reveal the manifold cultural currents along the trade routes. Special attention will be paid to the eclecticism in Silk Road cultures brought about by the movement of peoples and merchandise which facilitated the spread and fusion along these trading routes of various ideas, cultural forms, art styles, and religious concepts. The social and political underpinnings of this eclecticism will be examined.	MEHENDALE, S	3	25	SP '13	28	0	28		
146A Islam	A comprehensive and detailed introduction to the sources, doctrines, practices, and institutions of Islam, together with their historical development and elaboration in a select number of ethnic and geographic environments and an overview of Islam in the world today.	AHMED, A	3	75	FA '12	57	0	57	X	
146B Islam	A comprehensive and detailed introduction to the sources, doctrines, practices, and institutions of Islam, together with their historical development and elaboration in a select number of ethnic and geographic environments and an overview of Islam in the world today.	AHMED, A	3	75	SP '13	41	0	41		X

Peace and Conflict Studies												
10 Intro to PACS	This course introduces students to a broad range of issues, concepts, and approaches integral to the study	ZOOK, D C	4	25	FA '12	194	0	194	X	X		
					SP '13	155	0	155				
94 Mediation	A practicum using a modern method for systematically reducing random activity in the mind, with	AZEVEDO, A	1	50	FA '12				X	X		
					SP '13	474	1	475				
100 Peace Theory: Approaches and Analyses	This course will explore the historical development of the field through analysis of the operative	SANDERS, J W	3	25	FA '12	43	0	43	X	X		
					SP '13	51	0	51				
126 International Human Rights	This course provides an overview to the historical, theoretical, political, and legal underpinnings that have shaped and continue to shape the development of human rights.	ZOOK, D C	3	25	FA '12	148	0	148	X	X		
135 Regional Conflict	The course will offer a critical interdisciplinary study of geo-political regions and the sources of their conflicts.	ZOOK, D C	3	25	SP '13	73	1	74				
150 Conflict Resolution: Theory and Practice	This course will investigate theories of individual and group conflict as a conceptual framework for practical application. Students will engage in practice as parties to conflicts and as third-party intervenors. The course will look at the sources of conflict, including multicultural aspects, and will emphasize the opportunities for growth and development in conflictive incidents.	BHANGOO RANDHAWA,	3	25	FA '12	26	0	26	X	X		
151 International Conflict: Analysis and Resolution		BHANGOO RANDHAWA,	3	50	FA '12	42	0	42	X			
154 Multicultural Conflict Resolution	This course will investigate the special issues involved with facilitating resolution of cross/multicultural conflicts. Topics will include cultural contrasts (e.g., values, communication, and problem solving styles), mediator (facilitator/negotiator), credibility, cultural (including gender) contributions to conflict resolution and unique ethical dilemmas. Course includes field immersion, conflict resolution process evaluation and design, and the opportunity to participate in mediation of a cultural mediation.	BHANGOO RANDHAWA,	4	50	SP '13	39	0	39				

164A Nonviolence	<i>An introduction to the science of nonviolence, mainly as seen through the life and work of Mahatma Gandhi. Historical overview of nonviolence East and the West up to the American Civil Rights movement and Martin Luther King, Jr., with emphasis on the ideal of principled nonviolence and the reality of mixed or strategic nonviolence in practice, especially as applied to problems of social justice and defense.</i>	AZEVEDO, A	3	50	FA '12	49	0	49	
190 Senior Seminar	<i>Students prepare a major analytical paper synthesizing what they have learned in the major and give an oral presentation on their area of concentration. Students review literature and issues of peace and conflict studies appropriate to focus of senior paper and participate in regular consultations with instructor scheduled outside of class hours in preparing paper for presentation. All students will be expected to read and critique a common core of literature as well as readings specific to their concentration.</i>	BHANGOO RANDHAWA,	4	25	SP '13	32	0	32	
199 Supervised Independent Study		ZOOK, D C	1 to 4	25	FA '12	1	0	1	X
						1	0	1	
Political Science									
2 Intro to Comparative Politics	<i>This course deals with the basic problems and processes that all political systems face and examines their particular expression in Western, Communist, and Third World settings.</i>	CHHIBBER, P	4	25	FA '12	262	0	262	X
126A International Political Economy	<i>Economic concepts in the study of international political behavior. Political concepts influencing the choice of economic policies.</i>	AGGARWAL, V K	4	25	SP '13	92	0	92	
139B Development Politics	<i>Politics of economic development in developing countries. Comparative analysis of the theories and practice of development in the light of contemporary experience. Political strategies of agrarian, industrial, educational, and regional development and their impact on autonomy, welfare, justice, and human development.</i>	CHAUDHRY, K A	4	25	SP '13	50	0	50	
140S Selected Topics in Comparative Politics		SHASTRI, S	4	25	SUM '13	26	0	26	
145A South Asian Politics	<i>A comparative analysis of development and change in the political systems of contemporary South Asia.</i>	CHHIBBER, P	4	100	SP '13	83	0	83	X
					SUM '13	93	0	93	

149E Topics in Area Studies		ZOOK, D C	4	25	FA '12	117	0		117	X	X
198 Directed Group Study		CHAUDHRY, K A	1 to 4	25	SP '13	99	0		99		
199 Supervised Independent Study		ZOOK, D C	1 to 4	25	SP '13	1	0		1		
202A Theories of Development and Political Change	<i>Issues of social organization and political change. Theories of progress, development, modernization and dependence.</i>	CHAUDHRY, K A	4	25	SP '13	0	2		2		
226A International Political Economy	<i>The creation, maintenance, transformation, and decay of international arrangements designed to manage or regulate interstate activities relating to trade, money, resource use, technology, and physical environment.</i>	AGGARWAL, V K	4	25	FA '12	0	7		7		
292 Directed Advanced Study	<i>Open to qualified graduate students wishing to pursue special study and research under direction of a member of the staff.</i>	CHHIBBER, P	2 to 12	25	SP '13	0	1		1	X	X
296 Directed Dissertation Research	Open to qualified students advanced to candidacy for the Ph.D. degree.	CHHIBBER, P AGGARWAL, V K CHHIBBER, P	4 to 12	25	FA '12 SP '13 SP '13	0 0 0	4 1 5		4 1 5	X	X
398 Professional Prep for Graduate Student Instructors.		AGGARWAL, V K	4	25	SP '13	0	2		2		
Political Economy											
197 Field Studies	Supervised experience relevant to specific aspects of Political Economy of Industrial Societies in off-campus organizations. Regular individual meetings with faculty sponsor and written reports required.	ZOOK, D C	1 to 4	25	FA '12	1	0		1		
Public Health											
199 Supervised Independent Study		SANDHU, J S	1 to 4	25	SP '13	1	0		1		

219E Intro to Qualitative Methods in Public Health Research	<i>This course is designed to familiarize students who have little or no experience in conducting qualitative research with the perspectives, methods, and techniques of a vast and contentious tradition of research. The course will cover some of the methods of data collections used in the conduct of qualitative inquiries, the analysis of textual data, the write-up of findings from qualitative studies, and the development of a qualitative research proposal. While learning about qualitative methods, students will gain an understanding of the qualitative research literature on a topic of their choice, as well as how to integrate findings from a variety of qualitative studies on a research question of topic.</i>	CHIBBER, K S	3	25	SP '13	0	24	24	
Religious Studies									
173AC Gandhi and the Civil Rights Movement in America	<i>The course surveys the role of Mahatma Gandhi, the Indian religious-nationalist leader, and the impact of nonviolence and truth-force--meaning peaceful modes of protest and non-harmful demands for justice--in the formation and development of the African American Civil Rights struggles in the modern USA. This is achieved through a historical and anthropological narrative, using images, voices, writings, and videos, from 1893 to close to the present day.</i>	BILMORIA, P	4	25	SP '13	37	0	37	
Rhetoric									
R1A The Craft of Writing	<i>Rhetorical approach to reading and writing argumentative discourse. Close reading of selected texts; written themes developed from class discussion and analysis of rhetorical strategies.</i>	SRINIVASAN, R T	4	25	SP '13	15	0	15	
South and Southeast Asian Studies									
South Asian Studies									
Bangla 101B Intermediate Bengali	<i>Students are expected to be able to read, with the aid of a dictionary, modern Bengali literature, and speak at a "high-intermediate" level by the end of the year. There will be viewing of Bengali videos at a mutually agreed upon time and in class from time to time.</i>	BASU, A	5	100	SP '13	4	0	4	

1A Introduction to the Civilization of Early India	<i>This course offers a broad historical and cultural survey of the civilizations of the Indian subcontinent from the earliest periods known to archaeology to the advent of Islam as a major cultural and political force around the 13th century CE. Attention will be paid to the geography and ethnography of the region, its political history, and to the religious, philosophical, literary, scientific, and artistic movements that have shaped it and contributed to its development as a unique, diverse, and fascinating world civilization. Lectures, readings, and class discussions will center on salient texts, broadly defined, that have characterized major cultural, religious, and political formations from the earliest antiquity to the late medieval period. This course is open to all interested students and is required for those majoring or minoring in South Asian Studies.</i>	GOLDMAN, R P	4	100	FA '12	59	0	59	X	X
1B Intro to the Civilization of Medieval and Modern India	<i>This course offers a broad historical and cultural survey of the civilizations of the Indian subcontinent from the 12th century to partition of India in 1947. Attention will be paid to the geography and ethnography of the region, its political history, and the religious, philosophical, literary, and artistic movements that have shaped it and contributed to its development as a unique, diverse, and fascinating world civilization. Lectures, readings, and class discussions will center on salient texts, broadly defined, that have characterized major cultural, religious, and political formations from the medieval period to the 20th century. This course is open to all interested students and is required for those majoring or minoring in South Asian Studies.</i>	FARUQUI, M D	4	100	SP '13	34	0	34	X	
R5A Great Books of India	<i>This course is devoted to a study of selected literary texts set in various regions of Southeast Asia. The readings will include works by foreign authors who lived and traveled in Southeast Asia and translations of works by Southeast Asian writers. These texts will</i>	OBROCK, L J	4	100	FA '12	11	0	11	X	X
		PAUL, A			FA '12	17	0	17		
		BROOKS, L A			FA '12	17	0	17		
		UM, J M			FA '12	16	0	16		
		PACKMAN, M E			SUM '13	8	0	8		
		DAMRON, R C	4	100	SP '13	19	0	19	X	
		UM, J M			SP '13	19	0	19		
		BROOKS, L A			SP '13	17	0	17		
		WHITTINGTON, R D			SP '13	14	0	14		
R5B India in the Writer's Eye	<i>Reading and composition in connection with eastern and western representations of India, and other Asian cultures, in great works of modern literature. Satisfies the second half of the reading and composition</i>									X

	requirement.	OBROCK, L J PACKMAN, M E		SP '13	17	0	17	
120 Topics in South and Southeast Asian Studies		BARRIOS-LEBLANC, M	4	SUM '13	7	0	7	
124 Modern Indian Literature	<i>Lectures and discussion of 19th and 20th century Indian literature through English translations and original works in English. Interpretation of Indian society and culture through literature.</i>	SAWHNEY, S	4	SUM '13	20	0	20	X
C127 Religion in Early India	<i>Designed as a two-semester sequence, these courses are an introduction to the religions that have their origin on the Indian subcontinent--Hinduism, Buddhism, Jainism, Sikhism, and tribal religions--as well as those that originated in other regions such as Islam, Christianity, Judaism, and Zoroastrianism. Organizing this material chronologically rather than teaching it by separate religious traditions facilitates comparisons and promotes an understanding not only of the differences among these religions but also some of their commonalities in philosophy, theology, and praxis.</i>	VON ROSPATT, A	4	SP '13	10	1	11	
C140 Hindu Mythology	<i>Literary and religious aspects of Hindu myths. Reading of selected mythological texts in translation. Selected introductory topics in the study of religion.</i>	GONZALEZ-REIMANN	4	SUM '13	7	0	7	X
C141 Religion in South India		LITTLE, L R	4	FA '12	14	0	14	
C142 India's Great Epics: The Mahabharata and the Ramayana	<i>The course entails substantial selected readings from the great Sanskrit epic poems--the Mahabharata and the Ramayana in translation, selected readings from the corpus of secondary literature on Indian epic studies as well as lectures on salient issues in both. Discussion will focus on a variety of historical and theoretical approaches to the study of the poems and their extraordinary influence on Indian culture. Readings will be supplemented with selected showings of popular cinematic and television versions of the epics.</i>	GOLDMAN, R P	4	SP '13	48	0	48	
144 Islam in South Asia		FARUQUI, M D	4	FA '12	19	0	19	
215A Readings in Indian Buddhist Texts		VON ROSPATT, A	2 to 4	FA '12	0	2	2	
39G Freshman/Sophomore Seminar		HART, K	2 to 4	FA '12	9	0	9	

C145 Buddhism in Contemporary Society		VON ROSPAT, A	4	100	FA '12	17	0	17		
149 Studies in South & Southeast Asian Languages	Directed study of South and Southeast Asian Languages. This course will provide intensive language training in languages not regularly taught by the Department. Language may vary each semester based on instructor availability; Intermediate language ability required.	SUNKARI, H	2 to 4	100	FA '12	2	0	2		
C215B Readings in Indian Buddhist Texts	This graduate seminar focuses on reading a wide spectrum of Indian Buddhist texts in the Sanskrit (or Pali) original introducing the students to different genres, and different aspects of Indian Buddhism. The students taking the course for two units (rather the four) will be expected to prepare thoroughly every week for the reading of Buddhist texts in the original. They will also be expected to read all related secondary literature that is assigned to supplement the study of the primary source material. In contrast to the students taking the course for four units, they will not be expected to write a term paper or to prepare special presentations for class.	VON ROSPAT, A	2 to 4	100	SP '13	0	1	1		
250 Seminar in South and Southeast Asian Studies		FARUQI, M D	4	100	FA '12	0	4	4	X	X
290A South Asian Studies		WENTWORTH, B T	1 to 5	100	FA '12	0	1	1		
					FA '12	0	1	1	X	
					FA '12	0	1	1		
290B Tamil		FARUQI, M D	1 to 5	100	SUM '13	0	1	1		
					FA '12	0	1	1	X	X
					FA '12	0	1	1		
		HART, G L			SUM '13	0	1	1		
290C Hindi-Urdu			1 to 5	100	FA '12	0	2	2		
290F Sanskrit			1 to 5	100	SUM '13	0	1	1	X	X
					SUM '13	0	1	1		
299D Dis Prep Rel Res		VON ROSPAT, A	1 to 12	100	SUM '13	0	1	1	X	X
		HADLER, J A				0	1	1		
		GOLDMAN, R P				0	2	2		
100A Elementary Sanskrit		GOLDMAN, S J	1 to 5	100	FA '12	6	3	9	X	X
100B Elementary Sanskrit		GOLDMAN, S J	1 to 5	100	SP '13	1	2	3	X	X
101A Intermediate Sanskrit		GOLDMAN, S J	1 to 5	100	FA '12	5	3	8	X	X
101B Intermediate Sanskrit		GOLDMAN, S J	1 to 5	100	SP '13	3	3	6	X	X

200A Sanskrit Literature		GOLDMAN, R P	4	100	FA '12	0	2	2	X	X
200B Sanskrit Literature		GOLDMAN, R P	4	100	SP '13	0	4	4	X	X
10A Intrd Civ SE Asia		LEWIS, S		100	FA '12	25	0	25	X	
137 Islam & Soc SEAsia		HADLER, J A		100	FA '12	7	0	7		
Tamil 1A Introductory Tamil	<i>The grammar of modern Tamil will be covered followed by readings in simple texts. Practice will also be given in spoken Tamil.</i>	HART, K	5	100	FA '12	5	0	5	X	X
Tamil 1B Introductory Tamil	<i>The grammar of modern Tamil will be covered followed by readings in simple texts. Practice will also be given in spoken Tamil.</i>	HART, K	5	100	SP '13	1	0	1		
Tamil 101A Readings in Tamil	<i>These courses introduce students to a variety of literary styles. 101A will consist of weekly readings and discussions of short stories, poems, and dramatic sketches from representative authors. Short written assignments on themes suggested by the readings are required. Special attention is paid to matters of style and idiom.</i>	HART, K	4	100	FA '12	4	0	4	X	
Tamil 101B Readings in Tamil	<i>These courses introduce students to a variety of literary styles. 101B is devoted to viewing films based on a variety of themes (social, village, mythological, classical Tamil) and to reading scripts and oral written exercises. Students will acquire language skills sufficient to approach literary texts on their own.</i>	HART, K	4	100	SP '13	3	0	3		X
Tamil 210A Seminar in Tamil Literature	<i>Readings in advanced Tamil. Texts to be determined by the needs of the student.</i>	WENTWORTH, B T	4	100	FA '12	0	1	1	X	
Tamil 210B Seminar in Tamil Literature	<i>Readings in advanced Tamil. Texts to be determined by the needs of the student.</i>	WENTWORTH, B T	4	100	SP '13	1	1	2		X
Telugu 1A Elementary Telugu	<i>The focus of this course will be on systematic grammar, essential vocabulary, and conversations. The goal is to achieve basic reading, writing, and conversational competence as well as exposure to Telugu culture and traditions through language learning. Students will be able to read short stories by the end of this course with some facility.</i>	SUNKARI, H	4	100	FA '12	5	3	8	X	

Telugu 1B Elementary Telugu	<i>The focus of this course will be on systematic grammar, essential vocabulary, and conversations. The goal is to achieve basic reading, writing, and conversational competence as well as exposure to Telugu culture and traditions through language learning. Students will be able to read short stories by the end of this course with some facility.</i>	SUNKARI, H	4	100	SP '13	6	2	8		
Sociology										
133 Sociology of Gender		RAY, R	4	25	SP '13	70	0	70		
295 Independent Study		RAY, R	1 to 12	25	FA '12				X	
					SP '13	0	2	2		
296 Dir Diss Research		RAY, R	1 to 12	25	FA '12				X	
					SP '13	0	4	4		
602 Individual Study for Doctoral Students		RAY, R	1 to 12	25	FA '12				X	
					SP '13	0	1	1		
Theater										
R1A Performance and Writing	<i>Reading and composition in connection with the study of dramatic literature.</i>	SHANKAR, K	4	25	SUM '13	6	0	6		

Appendix 2:

Profiles for Project Personnel



Appendix 2
Institute for South Asia Studies Project Personnel
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Sood, Avani, ASSISTANT PROFESSOR	54
Sparham, Gareth, LECTURER	55
Srinivasan, Janaki	55
Srivastava, Sameer B., ASSISTANT PROFESSOR	56
Sunkari, Hephzibah, LECTURER	56
Tait, Vanessa, SPECIALIST & CURATORIAL ASST	57
Talwalker, Clare, VISITING ASST PROFESSOR	57
Ubhi, Upkar, LECTURER	58
Wade, Bonnie C., PROFESSOR	58
Washington, Brad D.	59
Wentworth, Blake T., ASSISTANT PROFESSOR	59
Whittington, Rebecca D., GRADUATE STUDENT	60
Wolff, T	60
Vernon, James, PROFESSOR	61
Von Rospatt, Alexander, PROFESSOR	61
Wakeman, Frederic, LECTURER	62
Williams, Joanna, PROFESSOR (EMERITUS)	62
Wilton, Peter, LECTURER	63
Zafar, Naeem, LECTURER	63
Zettelmeyer, Florian, PROFESSOR	64
Zinoman, Peter B., ASSOCIATE PROFESSOR	64
Zook, Darren C., LECTURER	65

Biographical Information/ APPENDIX 2

Agarwal

Faculty Name: Agarwal, Sabrina C

Department: Anthropology

Language Comp:

Percent Affiliated: 15

Education:

Ph.D., University of Toronto, 2001

M.Sc., University of Toronto

B.A., University of Toronto

Title: ASSOCIATE PROFESSOR

Tenure Status: 2-Tenure Eligible

Language:

Theses Supervised: 2

Academic Experience:

Fellow in the Dept. of Anthro., McMaster University

University of Toronto Faculty

UC Berkeley

Courses Taught: 1 Intro to Bio Anthropology

AU Specialization: Bioarchaeology, biological and evolutionary anthropology, osteology and osteoporosis, health and disease, and paleopathology.

Overseas Exp:

Distinctions:

AU Publications: Agarwal, S.C., Glencross, B. "Bone Loss and Fragility Through the Lifecycle: A Paleopathological Perspective," *Biosocial Perspectives on Human Diet and Nutrition*, Berghahn Press, 2009.

Agarwal, S.C., Grynepas, M.D. 2009. "Measuring and Interpreting Age-related Loss of Vertebral Bone Mineral Density in a Medieval Population." *American Journal of Physical Anthropology* 139.2, 2009, 109 – 277.

Agarwal, S.C. "Light and Broken Bones: Examining and Interpreting Bone Loss and Osteoporosis in Past Populations." *Biological Anthropology of the Human Skeleton*, 2008.

Aggarwal

Faculty Name: Aggarwal, Vinod K

Department: Political Science

Language Comp: Italian-5; Spanish-5; Hindi-5; French-1

Percent Affiliated: 15

Education:

Ph.D., Stanford University, International Political Economy, 1981

M.A., Stanford University, Political Science, 1977

B.A., Political Science & Psychology, University of

Title: PROFESSOR

Tenure Status: 1-Tenured

Language:

Theses Supervised: 1

Academic Experience:

Prof., Dept. of Political Science and the Business and Public Policy group in the Haas School of Business, UC Berkeley

Director of Berkeley Asia Pacific Economic Cooperation Study Center (BASC), UC Berkeley

Courses Taught: Political Science 126A International Political Economy

AU Specialization: International politics of trade, international finance, comparative public policy, rational choice, and bargaining theory.

Overseas Exp: Asia, Germany, Spain

Distinctions: Cheit Outstanding Teaching Award at the Haas School of Business for PhD teaching, 1997

AU Publications: Aggarwal, Vinod K., Fograt, Edward. "The Limits of Interregionalism: The EU and North America," *Journal of European Integration* 27.3 (2005)

Aggarwal, Vinod K., Koo, Min Gyo. "Beyond Network Power: The Dynamics of Formal Economic Integration in Northeast Asia," *Pacific Review* 18.2, 2005.

Aggarwal, Vinod K. "Bilateral Trade Agreements in the Asia-Pacific," London: Routledge, 2005.

Biographical Information/ APPENDIX 2

Ahmed

Faculty Name: Ahmed, Asad
Department: Near Eastern Studies
Language Comp:
Percent Affiliated:
Education:
Ph.D., Princeton University, 2007
B.A., Yale University, 2000

Title: ASSOCIATE PROFESSOR
Tenure Status:
Language
Theses Supervised:
Academic Experience:
Chair of the Mellon Seminars called Graeco-Arabic Rationalism in Islamic Transmitted Sciences: The Post-Classical Period

Courses Taught:

AU Specialization: Early Islamic social history and pre-modern Islamic intellectual history, philosophy, logic, and astronomy.

Overseas Exp:

Distinctions: Editor-in-chief of the Oxford Studies in Post-Classical Islamic Scholarship; co-editor of the Qur'an and Early Islam sections of *The Marginalia Review of Books*.

AU Publications: Ahmed, Asad Q. *The Religious Elite of the Early Islamic Hijaz*. UK: University of Oxford Press, 2011.

Bacchetta

Faculty Name: Bacchetta, Paola
Department: Gender and Women's Studies
Language Comp: French-4; Italian-5; Hindi-3; Gujarati-2
Percent Affiliated: 45
Education:
Ph.D., The Sorbonne, 1996
M.A., Universite de Paris, 1985
B.A., American University in Paris, 1982

Title: ASSOCIATE PROFESSOR
Tenure Status: 1-Tenured
Language
Theses Supervised: 1
Academic Experience:
Visiting Associate Researcher and Visiting Associate Professor, Harvard University, 2002-2003; former Director (2006-2010) and current Advisory Board
Chair of the Beatrice Bain Research Group

Courses Taught: Theory and Critical Methods in Gender and Women's Studies; Religion, Gender and Political Conflict

AU Specialization: Transnational feminist and queer theories and practices; social theories; gender, sexuality, racializations, and postcolonialities in political and religious conflict; feminist, queer of color, and right-wing new social movements.

Overseas Exp: Morocco, Tunisia, India, France, Italy

Distinctions: Invited by President of American Sociological Association, Patricia Hill Collins, to present her work in 2009.

AU Publications: Bacchetta, Paola, and Margaret Power. *Right-wing Women: From Conservatives to Extremists Around the World*. New York: Routledge, 2002.

Bacchetta, Paola. *Gender in the Hindu Nation: RSS Women as Ideologues*. New Delhi: Women Unlimited, 2004.

Bacchetta, Paola, Puri, Jyoti, Sook K. "Gender-Sexuality-State-Nation: Transnational Feminist Analysis," 19.2, 2005.

Bacchetta, Paola, "Hindu Nationalist Women as Ideologues," *The Sangh Parivar: A Reader*. New Delhi: Oxford University Press, 2005.

Biographical Information/ APPENDIX 2

Bakhle

Faculty Name: Bakhle, Janaki
Department: History
Language Comp: ENGLISH – 5, HINDI – 5, MARATHI – 5,
GUJARATI – 3, URDU – 3, PUNJABI - 3

Percent Affiliated: 50

Education:

Ph.D., Columbia University, 1997-2001

M.A., University of Pennsylvania, 1995-1996

B.A., University of Bombay, 1979-1983

Title: ASSOCIATE PROFESSOR

Tenure Status:

Language:

Theses Supervised: 2

Academic Experience:

Director, South Asia Institute, Columbia University, 2009-2016

Associate Professor with tenure, Department of History, Columbia University, July 2010-2013

Associate Professor, South Asian History, Department of History, Columbia University, September 2005- Assistant Professor, South Asian History, Middle East and Asian Languages and Cultures, Columbia University, July 2002-2005

Courses Taught: Subaltern Studies

AU Specialization: Intellectual History of Religion, Politics and Modern India.

Overseas Exp: India

Distinctions: Senior Short-term Fellowship, American Institute of Indian Studies, 2007; Senior Fellowship Award, National Endowment for the Humanities, 2007; Hettelman Award for Junior Faculty Research, Columbia University, 2005

AU Publications: Bakhle, Janaki. "Putting Global Intellectual History in its Place" in Global Intellectual History. Eds. Moyn, Samuel and Sartori, Andrew. New York: Columbia University Press, forthcoming December 2012.

Bakhle, Janaki. "Savarkar (1883-1966), Sedition, and Surveillance: the rule of law in a colonial situation," in Social History. vol. 35, no. I, February 2010.

Bakhle, Janaki. "Country First? Vinayak Damodar Savarkar (1883-1966) and the Writing of Essentials of Hindutva," Public Culture 22:I, February 2010.

Bakhle, Janaki. "Music as the Sound of the Secular," Comparative Studies in Society and History, January 2008.

Ballenger

Faculty Name: Ballenger, Stephanie
Department: International and Area Studies

Language Comp:

Percent Affiliated:

Education:

Ph.D. in Latin American History from UC Berkeley

Title: LECTURER

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Courses Taught:

AU Specialization: Intersection of medicine and religion in the 18th & 19th centuries, cross-cultural & transnational approaches to health and the politics of health, history and cultures of medicine and the body.

Overseas Exp:

Distinctions:

AU Publications:

Biographical Information/ APPENDIX 2

Bardhan

Faculty Name: Bardhan, Ashok
ASSOC

Title: SENIOR RESEARCH

Department: Economics

Tenure Status:

Language Comp: English-5, Marathi-2, Hindi-4,
Bengali-4, Russian-4,

Language:

Percent Affiliated: 25

Theses Supervised:

Education:

Academic Experience:

Ph.D., University of California, Berkeley

Senior Research Associate since 2000

M.S., Russian International University, Moscow

M.Phil., Jawaharlal Nehru University, New Delhi

Courses Taught: Outsourcing

AU Specialization: Offshoring in R&D and the changing role of clusters and agglomerations in innovation economies, reforms in transitioning and developing economies.

Overseas Exp: India, Russia, China

Distinctions: Papers on outsourcing/offshoring to India among most widely cited on the subject.

AU Publications: Bardhan, Ashok D, Dwight M. Jaffee, and Cynthia A. Kroll. *Globalization and a High-Tech Economy: California, the United States, and Beyond*. Boston, Mass: Kluwer, 2004. Print.

Bardhan, Ashok D, Jaffee, Dwight. "On Intra-Firm Trade and Multinationals: Offshoring and Foreign Outsourcing in Manufacturing", London, Palgrave, 2005.

Bardhan, Ashok D. "Managing Globalization of R&D: Organizing for Outsourcing Innovation," *Human Systems Management* 25.2, 2006.

Bardhan

Faculty Name: Bardhan, Pranab K

Title: PROFESSOR (EMERITUS)

Department: Economics

Tenure Status: 1-Tenured

Language Comp: Bengali-5, Hindi-2, Sanskrit-2

Language:

Percent Affiliated: 60

Theses Supervised: 13

Education:

Academic Experience:

Ph.D., Cambridge University, 1966

1977-2011, University of California, Berkeley

M.A., Calcutta University India, 1960

1972-76, Delhi School of Economics

B.A., Presidency College, Calcutta, India, 1958

1969-72, Indian Statistical Institute

1966-69, M.I.T.

1991, Oxford University

2002, 2004, Trinity College, Cambridge, UK

Courses Taught: Analytics of Economic Development & Planning; International Economics; Development & Planning

AU Specialization: Development economics, international economics, political economy, and institutional economics.

Overseas Exp: India annually from 1981, UK 1991, 2002, 2004

Distinctions: Degree of DSC (Honoris Causa), Indian Statistical Institute, 2013; Keynote Lecture on Indian

AU Publications: Bardhan, Pranab. *Scarcity, Conflicts and Cooperation: Essays in Political and Institutional Economics of Development*, MIT Press, 2005.

Bardhan, Pranab, Mookherjee, Dilip. *Decentralization to Local Governments in Developing Countries: A Comparative Perspective*, MIT Press, 2006.

Biographical Information/ APPENDIX 2

Barshay

Faculty Name: Barshay, Andrew E

Department: History

Language Comp: Japanesc-3

Percent Affiliated: 10

Education:

Ph.D., History, UC, Berkeley, 1986

M.A., Asian Studies, UC, Berkeley, 1980

B.A., Oriental Languages, UC, Berkeley, 1975

Title: PROFESSOR

Tenure Status: 1-Tenured

Language:

Theses Supervised: 8

Academic Experience:

University of California, Berkeley

Professor of History 7/1998-present

Assistant Professor of History 7/1989—6/1992

Associate Professor of History 7/1992-6/1998

University of Wisconsin, Madison

Assistant Professor of History 7/1987-6/1989

Courses Taught: History 14- Introduction to the History of Japan

AU Specialization: Modern Japanese social and political thought.

Overseas Exp: Japan

Distinctions: Dr. C. F. Koo and Cecilia Koo Chair in East Asian Studies (UC Berkeley).

AU Publications: Barshay, Andrew E. *The Social Sciences in Modern Japan: The Marxian and the Modernist Traditions*, University of California Press, 2004.

Barshay, Andrew E. "The Humanities and the Dynamics of Inclusion since World War II," Baltimore: The Johns Hopkins University Press, 2006.

Barshay, Andrew E. "Maruyama Masao, Social Scientist," Bulletin of the Maruyama Masao Center for the History of Ideas, 2005.

Basu

Faculty Name: Basu, Amitabha

Department: South and Southeast Asian Studies

Language Comp: BANGLA 1B

Percent Affiliated:

Education:

Title: LECTURER

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Courses Taught: Bengali Language

AU Specialization:

Overseas Exp:

Distinctions:

AU Publications:

Biographical Information/ APPENDIX 2

Bazian

Faculty Name: Bazian, Hatem Ahmad
Department: Ethnic Studies
Language Comp: Arabic; Maliki Fiqh
Percent Affiliated: 50
Education:
Ph.D., University of California, Berkeley

Title: LECTURER

Tenure Status: 3-Lecturer

Language:

Theses Supervised:

Academic Experience:

Co-founder, Member of Board of Trustees and Faculty at Zaytuna College; Chair of the Northern California Islamic Council; co-founder and Chair of American Muslims for Palestine; Board Member of Islamic Scholarship Fund

Courses Taught: Asian American Studies 128AC Muslims in America

AU Specialization: Arabic language, Arab society and culture, classical Arabic literature and poetry, and Qur'anic commentary.

Overseas Exp:

Distinctions: *The Muslim 500: The World's Most Influential Muslims* - Named in the category for Social Justice.

AU Publications: Bazian, Hatem Ahmad. *Jerusalem in Islamic Consciousness: A Textual Survey of Muslim Claims and Rights to The Sacred City*, Al-Quds Press, 2006.

Bazian, Hatem Ahmad. "Islamophobia: Fear, Bigotry, and Racism Find the Ballot Box in the 2010 Midterm Elections," CAIR's Annual Islamophobia Report, 2011.

Bazian, Hatem Ahmad. "Virtual Internment: Arabs, Muslims, and Southeast Asians, and the War on Terrorism," *The Journal of Islamic Law and Culture*, DePaul University 9.1, 2006.

Bhandari

Faculty Name: Bhandari, Rakesh
Department: Interdisciplinary Studies
Language Comp:
Percent Affiliated:
Education:
Ph.D., UC Berkeley

Title: ASSOCIATE DIRECTOR

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Courses Taught:

AU Specialization: Classical social and political theory, Orientalism, Marxism, unfree and wage labor, and the role of luxury consumption in economic growth, the nature and limits of Keynesian intervention, and the discourses of Social Darwinism.

Overseas Exp:

Distinctions:

AU Publications: Bhandari, Rakesh. "The Disguises of Wage-Labour: Juridical Illusions, Unfree Conditions and Novel Extensions," *Historical Materialism* 16.1, 2008

Bhandari, Rakesh. "On the Continuing Relevance of Mattick's Critique of Marcuse," *International Journal of Political Economy* 29.4, Winter, 1999/2000.

Biographical Information/ APPENDIX 2

Bharathy

Faculty Name: Bharathy, S.
Department: South & Southeast Asian Studies
Language Comp: ENGLISH- 5, TAMIL – 5, TELUGU - 5
Percent Affiliated: 100
Education:

Title: LECTURER
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
Director of AIIS South India

Courses Taught: Tamil Language
AU Specialization: Tamil Language & Literature.
Overseas Exp: India
Distinctions:
AU Publications:

Bilimoria

Faculty Name: Bilimoria, Purushottama
Department: South & Southeast Asian Studies
Language Comp: ENGLISH – 5, HINDI – 5, GUJARATI - 5
Percent Affiliated: 100
Education:

Title: VISITING PROFESSOR
Tenure Status: Lecturer
Language:
Theses Supervised:
Academic Experience:

PhD., Philosophy and Indian Religious Studies, La Trobe University, 1981
M.A., Philosophy, University of Auckland, 1982

Courses Taught: Gandhi and Civil Rights in the US 1883-1993, Comparative Ethics; Dharma , Justice & Ecology

AU Specialization:
Overseas Exp: London
Distinctions:
AU Publications:

Biographical Information/ APPENDIX 2

Bohling

Faculty Name: Bohling, Joseph E
Department: International and Area Studies
Language Comp:
Percent Affiliated:
Education:

Title: LECTURER
Tenure Status:
Language:
Theses Supervised:
Academic Experience:

Courses Taught: Survey of World History

AU Specialization:

Overseas Exp:

Distinctions:

AU Publications:

Brewer

Faculty Name: Brewer, Eric
Department: Computer Science
Language Comp: English – 5

Title: PROFESSOR
Tenure Status:
Language:

Percent Affiliated: 25

Education:

Ph.D, MIT

M.S., MIT

B.S., UC Berkeley

Theses Supervised: 28

Academic Experience:

UC Berkeley

Courses Taught: Advanced Topics in Computer Systems, Cellphones as a Computing Platform, Software Engineering

AU Specialization: Technology for developing regions, programming language support for concurrency, Internet systems, and databases.

Overseas Exp: India, Indonesia, and Kenya.

Distinctions: Inventor of WildNet (brings low-cost connectivity to the developing work) ; ACM Infosys Foundation Award, 2009; Member, National Academy of Engineering; SIGOPS Mark Weiser Award – 2009; Global Leader for Tomorrow for the World Economic Forum; Alfred P. Sloan Research Fellow

AU Publications: Brewer, Eric. *Combining Systems and Databases: A Search Engine Retrospective, Readings in Database Systems*, Fourth Edition. Joseph M. Hellerstein and Michael Stonebraker eds, MIT Press, Cambridge, MA, 2005.

Brewer, Eric, Mehul A. Shah, Joe Hellerstein. *Highly-Available, Fault-Tolerant, Parallel Dataflows. Proceedings of ACM SIGMOD*, Paris, France. June 2004.

Biographical Information/ APPENDIX 2

Brunet

Faculty Name: Brunet, Carla S

Department: Music

Language Comp:

Percent Affiliated:

Education:

Title: LECTURER

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Courses Taught:

AU Specialization:

Overseas Exp:

Distinctions:

AU Publications: Brunet, Carla Sacon. "Carnaval, Samba Schools and the Negotiation of Gendered Identities in São Paulo, Brazil," University of California, Berkeley: Music. 2012.

Buluswar

Faculty Name: Buluswar, Shashi

Department: Haas School of Business

Language Comp: ENGLISH- 5, Hindi - 5

Percent Affiliated: 10

Education:

Ph.D., University of Massachusetts

MBA, Kellogg School of Management, Northwestern University

M.A., Goshen College

Title: LECTURER

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Courses Taught: International Development

AU Specialization: Social responsibility agendas, economic development, health, agriculture, climate change, education and post-conflict reconstruction.

Overseas Exp: India, Africa, Afghanistan

Distinctions: Director of LBNL Institute for Globally Transformative Technologies

AU Publications:

Biographical Information/ APPENDIX 2

Bussell

Faculty Name: Bussell, Jennifer

Department: Public Policy

Language Comp: ENGLISH – 5, HINDI – 5

Percent Affiliated: 100

Education:

Ph.D. University of California, Berkeley, Political Science, 2009

M.A. University of California, Berkeley, Political Science, 2003

B.A. The University of Chicago, Anthropology, 1997

Title: ASSISTANT PROFESSOR

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

University of California, Berkeley (July 2013 – Present)

Assistant Professor and Gruber Faculty Fellow, Political Science Assistant Professor, Goldman School of Public Policy

The University of Texas at Austin (July 2010-June 2013), Assistant Professor, Lyndon B. Johnson School of Public Affairs

Researcher, Climate Change and African

Political Stability, Robert S. Strauss Center Yale University (July 2012 – June 2013)

Visiting Assistant Professor, South Asian Studies and Political Science

Courses Taught: Political Science - Directed Advanced Study

AU Specialization: Information Technology, Public Management, Politics, Comparative Public Policy, Corruption and Governance, India

Overseas Exp: India

Distinctions:

AU Publications: Bussell, Jennifer. *Corruption and Reform in India: Public Services in the Digital Age* (2012, Cambridge University Press)

Bussell, Jennifer. "Government and Corruption in the States: Can Technology Serve the *Aam Aadmi*?" 2012. *Economic and Political Weekly*, XLVII(25): 77-85.

Bussell, Jennifer. "Explaining Cross-National Variation in Government Adoption of New Technologies." 2011. *International Studies Quarterly*, 55(1): 267-280.

Bussell, Jennifer. "Institutional Capacity for Natural Disasters: Findings from Case Studies in Africa," 2013. *CCAPS Research Brief No. 10*. Austin: Robert S. Strauss Center for International Security and Law.

Chandra

Faculty Name: Chandra, Melanie Joiwind

Department: English

Language Comp:

Percent Affiliated:

Education:

Title: LECTURER

Tenure Status: 3-Lecturer

Language:

Theses Supervised:

Academic Experience:

Courses Taught: English 141 - Modes of Writing (Exposition, Fiction, Verse, Etc.)

AU Specialization:

Overseas Exp:

Distinctions:

AU Publications:

Biographical Information/ APPENDIX 2

Chandra

Faculty Name: Chandra, Vikram

Department: English

Language Comp:

Percent Affiliated: 50

Education:

Title: LECTURER

Tenure Status: 3-Lecturer

Language:

Theses Supervised:

Academic Experience:

Courses Taught: South Asian Studies 99A Supervised Independent Study; English 180H - Short Story

AU Specialization:

Overseas Exp:

Distinctions:

AU Publications: Chandra, Vikram. *Red Earth and Pouring Rain*, London: Faber and Faber, 1995.

Chandra, Vikram. *Love and Longing in Bombay: Stories*, Boston: Little, Brown and Co, 1997.

Chandra, Vikram. *Sacred Games*. London: Faber and Faber, 2006.

Chaudhry

Faculty Name: Chaudhry, Kiren Aziz

Department: Political Science

Language Comp: Urdu/Hindi-5; Punjabi-5; Arabic-4; Turkish-2

Percent Affiliated: 15

Education:

Ph.D., Harvard University, 1990

M.A., Harvard University, 1983

B.A., University of Michigan, Ann Arbor, 1978

Title: ASSOCIATE PROFESSOR

Tenure Status: 1-Tenured

Language:

Theses Supervised: 2

Academic Experience:

University Of California, Berkeley (1990-

2013);2010 External Reviewer, Australian

National University, MENA Program.; 2000-

2005 Board Member, Studies in Comparative

International Development

Courses Taught: Political Science 139B Development Politics

AU Specialization: Political economy, international political economy and trauma theory in the Middle East and South Asia.

Overseas Exp: Saudi Arabia, Algeria, Yemen, Iraq, Turkey

Distinctions: 2005-2007 Sultan Research Fellowship, UC Berkeley; 2003, 2004 Competitive Research Fellowship, UC

AU Publications: Chaudhry, Kiren Aziz, "The Kingdom of the Terrified", Al Jazeera, 2012. "

Chaudhry, Kiren Aziz. "The Regional Economy Write Large: New and Recurring Forms of Poverty and Inequality in the Arab World," UC Press, 2007.

Chaudhry, Kiren Aziz. "New and Recurring Forms of Poverty and Inequality in MENA," APSA Presidential Task Force on Poverty and Inequality in the Developing World," Washington: The American Political Science Association, 2005.

Biographical Information/ APPENDIX 2

Chhibber

Faculty Name: Chhibber, Pradeep

Department: Political Science

Language Comp: Hindi-5, Punjabi-5

Percent Affiliated: 100

Education:

Ph.D., U.C.L.A., 1991

M.Phil., University of Delhi, 1979

M.A., University of Delhi

Title: PROFESSOR

Tenure Status: 1-Tenured

Language:

Theses Supervised: 3

Academic Experience:

2004- Present Professor, University of California, Berkeley

2000-2004 Associate Professor, University of

California, Berkeley 1999-2000 Associate

Professor, University of Michigan

1993-1999 Assistant Professor, University of Michigan

Courses Taught: Introduction to Comparative Politics; Comparative Party Systems; Understanding Political Development in India

AU Specialization: Party systems and electoral politics in India and South Asia at large.

Overseas Exp: India twice per year, 1997-2004

Distinctions: His book, *The Formation of National Party Systems: Federalism and Party Competition in Britain, Canada, India and the United States* won the Leon Epstein Award in 2005.

AU Publications: Chhibber, Pradeep K., Shastri, Sandeep. *Religious Practice and Democracy in India*, Cambridge University Press, (forthcoming, 2014).

Chhibber, Pradeep K., Kollman, Ken. *The Formation of National Party Systems: Federalism and Party Competition in Britain, Canada, India, and the U.S.*, Princeton University Press, 2004.

Chhibber, Pradeep K., Nooruddin, Irfan. "Unstable Politics: Fiscal Space and Electoral Volatility in the Indian States," *Comparative Political Studies*, 2007.

Chima

Faculty Name: Chima, Jugdeep S.

Department: Political Science

Language Comp:

Percent Affiliated:

Education:

B.A. University of California, Berkeley

Ph.D. University of Missouri, Columbia

Title: LECTURER

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Courses Taught:

AU Specialization: Comparative politics, international relations, South Asia, ethnicity, nationalism, and political violence.

Overseas Exp:

Distinctions:

AU Publications:

Biographical Information/ APPENDIX 2

Choudhry

Faculty Name: Choudhry, Sujit

Department: Law

Language Comp: ENGLISH – 5

Percent Affiliated: 10

Education:

LL.M., Harvard Law School, 1998

LL.B. (Hon.), University of Toronto, 1996

B.A. (1st Cl. Hon.) (Law), University College, University of Oxford, 1994

B.Sc. (Biology), McGill University, 1992

Title: DEAN

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Dean of Berkeley Law, 2014-present

Center for Constitutional Transitions, NYU

School of Law, 2012-14

Courses Taught:

AU Specialization: Comparative constitutional law, comparative constitutional development

Overseas Exp: South Asia, Vietnam

Distinctions: Trudeau Fellowship, Trudeau Foundation, 2010; Frank Knox Memorial Fellowship, Harvard University, 1997

AU Publications: Choudhry, Sujit, After the Rights Revolution: Bills of Rights in the Postconflict State (December 2010). Annual Review of Law and Social Science, Vol. 6, pp. 301-322, 2010.

Choudhry, Sujit, *Constitutional Design for Divided Societies: Integration or Accommodation?* (Oxford: Oxford University Press, 2008) (editor).

Choudhry, Sujit, *The Migration of Constitutional Ideas* (New York: Cambridge University Press, 2006) (editor).

Dilemmas of Solidarity: Rethinking Redistribution in the Canadian Federation (Toronto: University of Toronto Press, 2006) (co-editor with J.-F. Gaudreault-DesBiens & L. Sossin).

Choudhry, Sujit, "Constitutional transitions in the Middle East: Introduction", (2013) 11 International Journal of Constitutional Law (forthcoming).

Choy

Faculty Name: Choy, Gregory P.

Department: Ethnic Studies

Language Comp:

Percent Affiliated:

Education:

Ph.D. English, University of Washington

M.A., English, Cal Poly, San Luis Obispo

B.A., Liberal Studies, University of California

A.A., Ventura College

Courses Taught: ES 100: Comparative Ethnic Literature in America; ES 130: The Making of Multicultural America: A Comparative Historical Perspective

AU Specialization: Comparative multiethnic literature, Asian American literature, and education pedagogy.

Overseas Exp:

Distinctions:

AU Publications: Choy, Gregory P. "Forum response," The Asian American Literary Review: Generations 3.1, 2012.

Choy, Gregory P. *Tribalism's Return: Bao Phi's Song I Sing*, Lantern Review Blog, 2011.

Biographical Information/ APPENDIX 2

Cohen

Faculty Name: Cohen, Lawrence

Title: ASSOCIATE PROFESSOR;
Director Institute for South Asia Studies

Department: Anthropology

Tenure Status: 1-Tenured

Language Comp: Hindi – 5, French-4 Hebrew-3 Hindi-4

Language:

Percent Affiliated: 66

Theses Supervised: 8

Education:

Academic Experience:

B.A. Religion, Harvard, 1983
M.A. Anthropology, Harvard University, 1992
Ph.D. Anthropology, Harvard University

Assistant Prof. of Anthropology, UC Berkeley
1998-1999 Assoc. Prof. of Anthropology, UCB.;
1999-pres Assoc. Prof. of Anthropology & of
South & SE Asian Studies, UCB

Courses Taught: Sexuality, Culture & Colonialism; Advanced Medical Anthropology; Gender Anthropology; Fundamentals of Anthropological Theory

AU Specialization: Social cultural anthropology, medical and psychiatric anthropology, critical gerontology, lesbian and gay studies and feminist and queer theory.

Overseas Exp: Delhi (2008) archival study of family planning policy and medical knowledge

Distinctions: 2009 Swiss Chair of Mobility Studies, Université de Neuchâtel

AU Publications: Leibing, Annette, and Cohen, Lawrence. *Thinking About Dementia: Culture, Loss, and the Anthropology of Senility*, New Brunswick, N.J: Rutgers University Press, 2006.
Cohen, Lawrence. "Lucknow Noir," Murray, ed., *Homophobias*. Duke University Press, 2008.

Dalmia

Faculty Name: Dalmia, Vasudha

Title: PROFESSOR (EMERITUS)

Department: South & Southeast Asian Studies

Tenure Status:

Language Comp: HINDI – 5, GERMAN – 5, ENGLISH- 5,
SANSKRIT-5

Language:

Percent Affiliated: 100

Theses Supervised: 8

Education:

Academic Experience:

Post- Doc University of Heidelberg, 1995
Ph.D., Jawaharlal Nehru University, Delhi, 1984
M.A., University of Cologne, 1975
B.A., Mirana House College, Delhi University, 1967

Yale University, 2013-Present
University of California Berkeley, 1998-2012
University of California Berkeley, Director of
Religious Studies, 2000-2001
University of Heidelberg, Associate Professor
1995-1997

Courses Taught: Religious Studies – Introductory Topics in Religion

AU Specialization: Cultural formations, grouped around four broad thematic clusters: the politics of religious discourse, transitional cultural phenomena of the 17th, 18th and 19th centuries, the politics of the literature of the new nation-state, particularly of modern Indian theatre, and studies of the position of women in these transitions.

Overseas Exp: India, United Kingdom

Distinctions:

AU Publications: Dalmia, Vasudha. *Poetics, Plays and Performances: The Politics of Modern Indian Theatre*. Delhi: Oxford University Press, 2006, paperback, 2007.

Dalmia, Vasudha. *Hindi Modernism: Rethinking Agyeya and his Times*. Berkeley: Center of South Asia Studies, 2012.

Biographical Information/ APPENDIX 2

Danner

Faculty Name: Danner, John D.
Department: Haas School of Business
Language Comp:
Percent Affiliated:
Education:
BA, Harvard University

MPH and MAEd, UC Berkeley
JD, UC Berkeley

Title: LECTURER
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
Faculty Advisor to the Global Social Venture Competition; teaches entrepreneurship in the Berkeley-Columbia Executive MBA Program; visiting Professor of Entrepreneurship at Princeton University each fall

Courses Taught: Information-Centric Entrepreneurship & Startup Strategies; Entrepreneurship
AU Specialization: Entrepreneurship, innovation & strategy, especially vis-a-vis the "next 5 billion."
Overseas Exp:
Distinctions:
AU Publications:

Dalton

Faculty Name: Dalton, Jacob
Department: South & Southeast Asian Studies
Language Comp:
Percent Affiliated: 50
Education:
Ph.D., Buddhist Studies, University of Michigan
M.A., Buddhist Studies, University of Michigan
B.A., Religious Studies, Marlboro College

Title: ASSISTANT PROFESSOR
Tenure Status: 2-Tenure Eligible
Language:
Theses Supervised:
Academic Experience:
Assistant Professor of Religious Studies, Tibetan Buddhism
Department of Religious Studies, Yale University,
7/05—12/08; Numata Visiting Professor of Buddhist Studies, University of Hamburg, Spring 2008.

Courses Taught: Tibetan Buddhism
AU Specialization: *Nyingma* religious history, tantric ritual, paleography, and the *Dunhuang* manuscripts.
Overseas Exp:
Distinctions: Charles A. Ryskamp Fellowship, American Council of Learned Societies, 2011-12
AU Publications: Dalton, Jacob. *Taming of the Demons: Violence and Liberation in Tibetan Buddhism*, Yale University Press, 2011.

Dalton, Jacob, can Schaik, Sam. *Tibetan Tantric Manuscripts from Dunhuang: A Descriptive Catalogue of the Stein Collection at the British Library*, Leiden: Brill, 2006.

Dalton, Jacob. "The Questions and Answers of Vajrasattva," David G. White, ed., *Yoga in Practice*. Princeton: Princeton University Press, 2011, pp. 185–203.

Biographical Information/ APPENDIX 2

Dar

Faculty Name: Dar, Huma B
Department: South & Southeast Asian Studies
Language Comp: ENGLISH -5, HINDI – 5, Urdu - 3
Percent Affiliated: 100
Education:
Ph.D. South & Southeast Asian Studies, UC Berkeley

Title: LECTURER

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Founding member and main organizer of the Townsend Center working group on Muslim Identities & Cultures, 2002-2010, and organized the feminist conference, *Boundaries in Question* on the theme of women and war

Courses Taught: AAS 190: Muslim Writers

AU Specialization: The intersections and co-formations of gender, religion, class, caste, sexuality, and national politics of South Asia.

Overseas Exp:

Distinctions: Outstanding Graduate Student Instructor Award and the Teaching Effectiveness Award at Berkeley

AU Publications: Dar, Huma B. "The Unbearable Queerness of Being: Political Drag in Pakistani Cinema," to be presented at National Women's Studies Association 2010 Conference: *Feminist Transformations*, 2011.

Dar, Huma B. "Nudity of Resistance versus Nakedness of Power: The Cashmere/Kashmir that Refuses to Cover the Empire," to be presented at the 40th Annual South Asia Conference at Madison, WI, 2011.

Delattre

Faculty Name: Delattre, Michele
Department: Outreach for International & Area Studies
Language Comp:
Percent Affiliated: 25
Education:
MA. University of Minnesota
ORIAS BA. UC Santa Barbara

Title: EDU SPECIALIST ORIAS

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Program Representative, Office of Resources for International and Area Studies, 1999-Present
Graduate Writing Program, 1975.
Program Assistant, Institute of East Asian Studies,

Theatre training: HB Studios, NYC; Michael 1991 – 1999

6 years teaching English, humanities, theatre, art history and film history

Courses Taught:

AU Specialization:

Overseas Exp: England, 1973-74; Mexico

Distinctions:

AU Publications:

Biographical Information/ APPENDIX 2

Dirks

Faculty Name: Dirks, Nicholas
Department:
Language Comp: ENGLISH – 5, HINDI – 5, Tamil, French
Percent Affiliated: 50
Education:
Ph.D., The University of Chicago, 1981
M.A., The University of Chicago, 1974

B.A., Wesleyan University, 1968-1972

Title: UC Berkeley CHANCELLOR
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
UC Berkeley Chancellor 2013 - current
Executive Vice President and Dean of the
Faculty of the Arts and Sciences, 2009-2012
Vice President and Dean of the Faculty of the
Arts and Sciences, 2004-2009

Courses Taught:

AU Specialization: South Asian History and Anthropology, the role of India in the emerging interests of the United States in and after World War II, and postcolonialism.

Overseas Exp: India, United Kingdom

Distinctions: Old Dominion Fellow, The Humanities Council and the Department of History, Princeton University, spring 2005; Lionel Trilling Award for Best Book (*Castes of Mind*), 2002

AU Publications: Dirks, Nicholas. "Franz Boas and the American University: A Personal Account," in *Proceedings of the American Philosophical Society*. vol. 154, no. 1, March 2010.

Dirks, Nicholas. *The Scandal of Empire: India and the Creation of Imperial Britain*. Cambridge: Belknap Imprint, Harvard University Press, 2006.

Dirks, Nicholas. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton: Princeton University Press, 2001; New Delhi: Permanent Black, 2002.

Dutta

Faculty Name: Dutta, Sunil
Department: Haas School of Business
Language Comp:
Percent Affiliated:
Education:
BS, Engineering, Indian Institute of Technology
MS, Applied Chemistry, University of Minnesota
MBA, Accounting, University of Minnesota
PhD, Business Administration, University of Minnesota

Title: PROFESSOR
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
At Haas since 1996; 2009 - 2013, Director of the
PhD Program; 2008 - present, Joan and Egon
von Kaschnitz Distinguished Professor of
Accounting and International Business, Haas
School of Business

Courses Taught: MBA 202 - Financial Accounting

AU Specialization: Performance measures, incentive contracts, accounting information, cost of capital, and equity evaluation.

Overseas Exp:

Distinctions: Best Paper Award of the 2001 Review of Accounting Studies Conference; Best Paper Award of the 1999 Review of Accounting Studies Conference; Schwabacher Fellowship 1998-99

AU Publications: Dutta, Sunil, Q. Fan. "Equilibrium Earnings Management and Managerial Compensation in a Multi-period Agency Setting," *Review of Accounting Studies*, 2014.

Dutta, Sunil, Q. Fan. "Incentives for Innovation and Centralized versus Delegated Capital Budgeting," *Journal of Accounting and Economics*, 2012.

Biographical Information/ APPENDIX 2

Faruqui

Faculty Name: Faruqui, Munis D.
Department: South & Southeast Asian Studies
Language Comp: Urdu-5, German-5, Persian-5
Percent Affiliated: 100
Education:
 Ph.D., Duke University, 2002
 M. Phil., University of Cambridge, 1992
 B. A., Oberlin College, 1990

Title: ASSISTANT PROFESSOR
Tenure Status: 2-Tenure Eligible
Language:
Theses Supervised: 3
Academic Experience:
 2012- Asso. Prof., Dept. of South and Southeast Asian UC-Berkeley; 2005-12 Asst. Prof., Dept. of South and Southeast Asian Studies, UC-Berkeley; 2002-5 Asst. Prof., Dept. of History, University of Dayton

Courses Taught: History of South Asia; Islam in South Asia; Hindu and Muslim Religious Nationalism in South Asia

AU Specialization: Islam in South Asia, pre-modern South Asia, Mughal India, Urdu, Muslim experience in South Asia during Mughal period.

Overseas Exp: India, Pakistan and Iran (1997-1999, 2007)

Distinctions: 2011-12 Hellman Family Faculty Fund;

AU Publications: Faruqui, Munis D. "Awrangzib," *Encyclopedia of Islam III*, 64-76, 2011.
 Faruqui, Munis D. *Expanding Frontiers in South Asian and World History: Essays in Honor of John F. Richards*, co-edited with Richard Eaton, David Gilmartin, and Sunil Kumar, Cambridge University Press, 2013.
 Faruqui, Munis D. *The Princes of the Mughal Empire, 1504-1719*, New York: Cambridge University Press, 2012.

Gadgil

Faculty Name: Gadgil, Ashok
Department: Civil & Environmental Engineering
Language Comp: ENGLISH – 5, HINDI – 5
Percent Affiliated: 50
Education:
 Ph.D., University of California, Berkeley, Physics 1979
 M.A., University of California, Berkeley, Physics 1975
 M.Sc., Indian Institute of Technology, Physics 1973
 B.Sc., University of Bombay, Physics, 1971

Title: PROFESSOR
Tenure Status: 2-Tenure Eligible
Language:
Theses Supervised: 13
Academic Experience:
 Lawrence Berkeley Laboratory - University of California, 1988 to date
 Tata Energy Research Institute (TERI), New Delhi, 1983-88

Courses Taught: Applied Science and Technology, Civil and Environmental Engineering

AU Specialization: Computational Fluid Dynamics of indoor air and pollutant transport, Simulation methods for complex non-linear systems, Energy efficiency in buildings, Drinking water treatment

Overseas Exp: India

Distinctions: Director of the Energy and Environmental Technologies Division at Lawrence Berkeley National Laboratory; Inducted in National Inventors Hall of Fame (2014)

AU Publications: Wang, Yungang, Michael D. Sohn, Ashok J. Gadgil, Yilun Wang, Kathleen M. Lask, and Thomas W. Kirchstetter. "How many replicate tests do I need? – Variability of cookstove performance and emissions has implications for obtaining useful results." Berkeley: Lawrence Berkeley National Laboratory, 2013.

Biographical Information/ APPENDIX 2

George

Faculty Name: George, Richard W.
Department: Haas School of Business
Language Comp: ENGLISH- 5
Percent Affiliated: 10
Education:
M.B.A., Finance & International Business
B.A., Liberal Arts, UC Berkeley Bahrain 2003-present

Title: LECTURER
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
Managing Director, Gulf Banking Consultants
Haas School of Business, 2002-present

Courses Taught: Global Financial Services

AU Specialization:

Overseas Exp: Bahrain, Turkey, India

Distinctions: Earl F. Cheit Award for Excellence in Teaching, 2003-2004

AU Publications:

Gold

Faculty Name: Gold, Thomas B
Department: Sociology
Language Comp: Chinese-4; Japanese-1; Taiwanese-1
Percent Affiliated: 10
Education:
Ph.D., Sociology, Harvard University
Certificate of Advanced Study, Fudan University, Shanghai, China, 1980
M.A., Regional Studies - East Asia, Harvard University, 1975
B.A., Oberlin College, Chinese Studies, 1970

Title: ASSOCIATE PROFESSOR
Tenure Status: 1-Tenured
Language:
Theses Supervised: 11
Academic Experience:

Courses Taught: Sociology 127 Development and Globalization

AU Specialization: Chinese civil society, entrepreneurship, development; social change in Taiwan.

Overseas Exp: China, Taiwan, Korea

Distinctions: 1999-2000 Hewlett Grant to develop a course between Letters and Science and School of Journalism

AU Publications: Gold, Thomas B. *Laid-Off Workers in a Workers' State: Unemployment With Chinese Characteristics*, co-edited with William Hurst, Jaeyoun Won and Li Qiang, London: Palgrave, 2009.

Gold, Thomas B. *Social Connections in China: Institutions, Culture, and the Changing Nature of Guanxi*, co-edited with Doug Guthrie and David Wank, Cambridge University Press, 2002.

Gold, Thomas B. *New Entrepreneurs of Europe and Asia: Patterns of Business Development In Russia, Eastern Europe and China*, co-edited with Victoria Bonnell, Sharpe, 2002.

Gold, Thomas B. "Chapped Lips, Chipped Teeth: Sino-North Korean Relations in the Post Kim Jong Il Era," *New Zealand Journal of Asian Studies*, 15.1, 2013, pp. 60-76.

Biographical Information/ APPENDIX 2

Goldman

Faculty Name: Goldman, Robert P
Department: South & Southeast Asian Studies
Language Comp: Bengali-2, French-4, Hindi-3,
German-2, Italian-3

Percent Affiliated: 100

Education:

Ph.D., Oriental Studies, University of Pennsylvania, 1971
B.A. Columbia College, Columbia University, 1964

Title: PROFESSOR

Tenure Status: 1-Tenured

Language:

Theses Supervised: 5

Academic Experience:

1993-2000 Principal Investigator, Berk. Urdu
Language Prog. in Pakistan
2004-2007 Director, UCOEAP Study Center in
India

Courses Taught: Introduction to Hindu Mythology; The Epics: *Ramayan* and *Mahabharat*; Sanskrit

AU Specialization: Sanskrit literature and literary theory, Indian epic studies, and psychoanalytically oriented cultural studies.

Overseas Exp:

Distinctions: Distinguished Faculty Lecturer. Central University of Hyderabad, 2005; Awarded Honorary Degree of

AU Publications: Goldman, Robert P. "How Fast Do Monkeys Fly, How long Do Demons Sleep?" *Rivista di Studi Sudasiatici*, Rome 1, 2006, pp.185– 207.

Goldman, Robert P. "Spinning *Shruti*: *Adishankaracarya's* Interpretation of Some *Akhyayikas* of the *Chandogya Upanishad*" *Journal of Indian Philosophy & Religion* 11, 2006, pp.79–98.

Goldman, Robert P., Sutherland, Sally. *Devavanipravesika: An Introduction to the Sanskrit Language*, Berkeley: Center for South Asia Studies, UC Berkeley, 2004.

Goldman

Faculty Name: Goldman, Sally J
Department: South & Southeast Asian Studies
Language Comp: Sanskrit-5, Pali-5, Prakrit-5, Hindi-2
Percent Affiliated: 100

Education:

Ph.D., Sanskrit, UC Berkeley, 1979
M.A., Cal State Fullerton, 1971
B.A., Cal State Fullerton, 1971

Title: LECTURER

Tenure Status: 3-Lecturer

Language:

Theses Supervised:

Academic Experience:

UC Berkeley Dept. of South & Southeast Asian
Studies, 1974-present
Vālmīki Rāmāyaṇa Translation Project

Courses Taught: Sanskrit

AU Specialization: Women's studies, epic and classical Sanskrit literature, *vyakarana* or Sanskrit.

Overseas Exp: India—June-Dec. 2004,2005

Distinctions: Sarah Kailath Fellow in Indian Studies; American Institute of Indian Studies Senior Fellowship

AU Publications: Sutherland, Sally, Goldman, Robert P. *Devavanipravesika: An Introduction to the Sanskrit Language*, Berkeley: Center for South Asia Studies, UC Berkeley, 2004.

Sutherland, Sally, Goldman, Robert P. "Interpretative Histories." *Seminar*, No. 608, 2010, pp. 20-31.

Sutherland, Sally, Goldman, Robert P. "Illusory Evidence: The Construction of *Māyā* in *Vālmīki's Rāmāyaṇa*." In *Epic and Argument in Sanskrit Literary History: Essays in Honor of R. P. Goldman* Sheldon Pollock, New Delhi: Manorhar, 2010.

Biographical Information/ APPENDIX 2

Gonzalez-Reimann

Faculty Name: Gonzalez-Reimann, Luis
Department: South & Southeast Asian Studies
Language Comp:
Percent Affiliated: 100
Education:
Ph.D., University of California, Berkeley

Title: LECTURER
Tenure Status:
Language:
Theses Supervised:
Academic Experience:

Courses Taught: Religious Studies C165 Hindu Mythology

AU Specialization: South Asian studies, mysticism, Indian studies, Yugas, Sanskrit epics, cosmic cycles, and Hinduism.

Overseas Exp:

Distinctions:

AU Publications: Reimann, Luis González. *The Mahābhārata and the Yugas: India's Great Epic Poem and the Hindu System of World Ages*. New York: Peter Lang, 2001. Print.

Reimann, Luis González. "The Coming of Age: On Prophecy in Hinduism," Prophecy in the new millennium: when prophecies persist, England: Ashgate, 2013. Print.

Reimann, Luis González. "Ending the *Mahabharata*: Making a Lasting Impression," International Journal of Hindu Studies 15.1, 2011, pp.101-110.

Goulding

Faculty Name: Goulding, Gregory
Department: South & Southeast Asian Studies
Language Comp:
Percent Affiliated: 100
Education:

Title: GRADUATE STUDENT
Tenure Status:
Language:
Theses Supervised:
Academic Experience:

Courses Taught: South Asian Studies R5B India in the Writer's Eye

AU Specialization: Area studies, South Asian studies, Indian literature, world literature, and Hindi.

Overseas Exp:

Distinctions:

AU Publications:

Biographical Information/ APPENDIX 2

Gundling

Faculty Name: Gundling, Ernest O.
Department: Haas School of Business
Language Comp: ENGLISH- 5
Percent Affiliated: 10
Education:
Ph.D., University of Chicago
M.A., University of Chicago
B.A., Stanford University

Title: LECTURER
Tenure Status: 3-Lecturer
Language:
Theses Supervised:
Academic Experience:

Courses Taught: Global Management Skills

AU Specialization: Global leadership development, cross-border organization development: innovation, collaboration

Overseas Exp:

Distinctions:

AU Publications: Gundling, Ernest O. *What is Global Leadership? 10 Key Behaviors that Define Great Global Leaders*, with co-authors Terry Hogan and Karen Cvitkovich, Nicholas Brealey, 2011
Gundling, Ernest O. *Global Diversity: Winning Customers and Engaging Employees within World Markets*. London: Nicholas Brealey International, 2007.
Gundling, Ernest O. *Working GlobeSmart: 12 Key Skills for Success Across Borders*. Palo Alto: Davies-Black, 2003.

Gupta

Faculty Name: Gupta, Atreyee
Department:
Language Comp:
Percent Affiliated:
Education:

Title: LECTURER
Tenure Status:
Language:
Theses Supervised:
Academic Experience:

Courses Taught:

AU Specialization: Postwar modernism; politics of inhabitation, corporeality, and sensoriality.

Overseas Exp:

Distinctions:

AU Publications:

Biographical Information/ APPENDIX 2

Hadler

Faculty Name: Hadler, Jeffrey Alan
Department: South & Southeast Asian Studies
Language Comp: Indonesian-4
Percent Affiliated: 25
Education:
Ph.D., History, Cornell University, 2000
M.A., History, Cornell University, 1994
B.A., Comp. Lit. & Southeast Asian Studies, Yale University

Title: ASSOCIATE PROFESSOR
Tenure Status: 2-Tenure Eligible
Language:
Theses Supervised: 2
Academic Experience:
Fall 2009-, Associate Professor, DSSEAS; Chair, Center for Southeast Asia Studies, summer 2011-ongoing; Member of the Academic Senate's, Fellowship Committee, fall 2012-ongoing; Member of the Academic Senate's Committee on Research, fall 2010- spring 2012.

Courses Taught: Southeast Asian 10B Intro to Civilization

AU Specialization: History and culture of Southeast Asia with a focus on Indonesia and Islam.

Overseas Exp: Indonesia

Distinctions: 2011 Harry J. Benda Prize from the Association for Asian Studies

AU Publications: Hadler, Jeffrey Alan. *Sengketa Tiada Putus: Matriarkat, Reformisme Islam, dan Kolonialisme di Minangkabau*, Jakarta: The Freedom Institute and the Friedrich Naumann Stiftung, 2010.

Hadler, Jeffrey Alan. *Muslims and Matriarchs: Cultural Resilience in Indonesia through Jihad and Colonialism*. Ithaca: Cornell: University Press, 2008.

Hadler, Jeffrey Alan. "A Historiography of Violence and the Secular State in Indonesia: Tuanku Imam Bondjol and the Uses of History," *Journal of Asian Studies*, 67.3, 2008.

Harrison

Faculty Name: Harrison, Ann E.
Department: Agricultural and Resource Economics
Language Comp: French
Percent Affiliated: 20
Education:
Ph.D., Economics, Princeton University, 1991
B.A., Economics and History, University of California

Title: PROFESSOR
Tenure Status: 1-Tenured
Language:
Theses Supervised: 12
Academic Experience:
University of California Berkeley, Professor of Agricultural and Resource Economics, 2001-Present
Diplome D'Etudes Universitaires Generales, University of Paris,
CREST, Visiting Professor, 2007-2008
University of Paris, Maison des Sciences Economiques, Visiting Professor, 2007-2008

Courses Taught: Agricultural and Resource Economics; Empirical International Trade and Investment

AU Specialization: Impact of trade reforms and foreign investment in developing and developed countries.

Overseas Exp: France

Distinctions: National Science Foundation Grants, 2004-2007

AU Publications: Harrison, Ann E. "Globalization and Poverty," The University of Chicago Press, 2007.

Harrison, Ann E., Scorse, Jason. "Multinationals and Anti-sweatshop Activism," *The American Economic Review* 100.1, 2010, pp. 247-273.

Biographical Information/ APPENDIX 2

Hart

Faculty Name:	Hart, George L	Title:	PROFESSOR (EMERITUS)
Department:	South & Southeast Asian Studies	Tenure Status:	1-Tenured
Language Comp:	Hindi-1, Kannada-1, Malayalam-2, Russian-4,	Language:	
Percent Affiliated:	100	Theses Supervised:	8
Education:		Academic Experience:	
	Ph.D., Harvard University, 1970		2009-present, Emeritus, Chair in Tamil Studies,
	M.A., Harvard University, 1967		University of California, Berkeley; 2004-2006,
	B.A., Harvard University, 1964		Chair, Department of South and Southeast Asian
			Studies; 1996-Present, Holder, Chair in Tamil
			Studies, University of California, Berkeley
Courses Taught:	Religion in South India; Advanced Tamil; Classical Indian Literature; Indian Religion		
AU Specialization:	South Indian culture, Tamil literature, and Sanskrit literature.		
Overseas Exp:	1 Year in Tamil Nadu, India		
Distinctions:	2010 Kural Peedam, award presented by President of India		
AU Publications:	Hart, George L. "Syntax and Perspective in Tamil and Sanskrit Classical Poetry," French Institute of Indology, New York: Columbia University Press, 2000.		
	Hart, George L. "The Forest Book of the <i>Ramayana</i> of <i>Kampan</i> ." Berkeley: The University of California Press, 1988.		
	Hart, George L., Hart, Kausalya. <i>Beginning Tamil</i> , Berkeley: Center for Sout Asia Studies, 1982.		
	Hart, George L., and Hank Heifetz. <i>The Four Hundred Songs of War and Wisdom: An Anthology of Poems from Classical Tamil, The <i>Puranānūru</i></i> . New York: Columbia UP, 1999.		

Hart

Faculty Name:	Hart, Kausalya	Title:	LECTURER
Department:	South & Southeast Asian Studies	Tenure Status:	
Language Comp:	Hindi-3, Sanskrit-3, Tamil-5, Telugu-2	Language:	
Percent Affiliated:	100	Theses Supervised:	
Education:		Academic Experience:	
	M.A., Tamil Language and Literature, Annamalai Univ., 1962		1975-present, University of California, Berkeley
	B.A., Annamalai University, 1960		1972-75, University of Wisconsin, Madison
Courses Taught:	Tamil		
AU Specialization:	Tamil and South Indian music, dance and culture.		
Overseas Exp:			
Distinctions:	Workshops in Language Pedagogy: ACTFL Oral Proficiency Testing Workshop May 1987		
AU Publications:	Hart, Kausalya, Hart, George. <i>Tamil for Beginners</i> . Berkeley: Centers for South and Southeast Asia Studies, University of California at Berkeley, 1995.		
	Hart, Kausalya, and George L. Hart. <i>Grammar</i> . Berkeley: Centers for South and Southeast Asia Studies, University of California at Berkeley, 1992.		

Biographical Information/ APPENDIX 2

Hart

Faculty Name: Hart, Gillian P

Department: Geography

Language Comp:

Percent Affiliated: 15

Education:

Ph.D., Cornell University, 1978

Title: PROFESSOR

Tenure Status: 1-Tenured

Language:

Theses Supervised: 3

Academic Experience:

Chair of Undergraduate Major in Development Studies, UC Berkeley

Courses Taught: Geography 123 Postcolonial Geographies

AU Specialization: Political economy, social theory, critical development studies, gender, agrarian and regional studies.

Overseas Exp:

Distinctions:

AU Publications: Hart, Gillian P. *Rethinking the South African Crisis: Nationalism, Populism, Hegemony*, Pietermaritzburg South Africa: University of KwaZulu-Natal Press. 2014.

Hart, Gillian P. *Disabling Globalization: Places of Power in Post-Apartheid South Africa*. Berkeley CA: University of California Press, co-published with University of KwaZulu-Natal Press. 2002.

Hart, Gillian P. *Gramsci: Space, Nature, Politics*. Oxford: Wiley-Blackwell. 2012.

Hart, Gillian P. "Exposing the Nation: Entanglements of Race, Sexuality, and Gender in Post-Apartheid Nationalisms." Heather Merrill and Lisa Hoffman (eds) *Geographies of Power: Recognizing the Present Moment of Danger*. Athens, GA: University of Georgia Press. 2014

Hoffman

Faculty Name: Hoffmann, Stefan-ludwig

Department: History

Language Comp:

Percent Affiliated:

Education:

Ph.D., Universität Bielefeld, 1999

MA, The Johns Hopkins University, 1993

Title: ASSOCIATE PROFESSOR

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Courses Taught: Late Modern Europe: Germany; Transnational History

AU Specialization: Post-catastrophic cities, Europe in the 1940s, human rights, social rights, socialist internationalism, *Begriffsgeschichte* and German photography.

Overseas Exp:

Distinctions:

AU Publications: Hoffmann, Stefan-ludwig. *Politics of Sociability: Freemasonry and German Civil Society, 1840-1918*. Transl. by Tom Lampert. *Social History, Popular Culture, and Politics in Germany*, Ann Arbor: University of Michigan Press, 2007.

Hoffmann, Stefan-ludwig. "Germany is No More: Defeat, Occupation, and the Postwar Order," In *Oxford Handbook of Modern German History*, ed. Helmut Walser Smith (Oxford: Oxford University Press, 2011), 597-618.

Biographical Information/ APPENDIX 2

Holland

Faculty Name: Holland, Gary B

Department: Linguistics

Language Comp: GREEK – 5, HITTITE – 5, SANSKRIT – 5,
GERMAN- 5, FRENCH - 4

Percent Affiliated: 50

Education:

Ph.D., Linguistics, UC Berkeley, 1980

M.A., French, Florida State University, 1967

B.A., French, Florida State University, 1965 Eastern Studies

Title: ASSOCIATE PROFESSOR

Tenure Status: 1- Tenured

Language:

Theses Supervised: 6

Academic Experience:

University of California Berkeley, 1977-present

Lecturer in Scandinavian Studies and in Near

Courses Taught: Historical linguistics, Indo-European comparative linguistics, Writing Systems

AU Specialization: Comparative Indo-European linguistics (especially syntax and poetics), general historical linguistics

Overseas Exp: Scandinavia, United Kingdom

Distinctions:

AU Publications: Nooten, Barend A. Van, and Gary B. Holland. *Rig Veda: A Metrically Restored Text with an Introduction and Notes*. Cambridge, Mass: Dept. of Sanskrit and Indian Studies, Harvard U, 1994. Print.

Holland, Gary B. "Active and Passive in Hittite Infinitival Constructions." To appear in Proceedings of the 22nd Annual UCLA Indo-European Conference, Stephanie W. Jamison, H. Craig Melchert, and Brent Vine (eds.), Bremen: Hentzen.

Holland, Gary B. *The Tale of Zalpa: Myth, Morality, and Coherence in a Hittite Narrative*. With Marina Zorman. Studia Mediterranea, Series Hethaea, Vol. 5, 2007.

Huettemann

Faculty Name: Huettemann, Anna Lila

Department: South & Southeast Asian Studies

Language Comp: Hindi - 5, German

Percent Affiliated: 100

Education:

Diploma in Teaching German as a Foreign Language, University of

M. A., English and American Literature, University of Bombay, 1967

B. A. (Hons.), English Literature, University of Delhi, 1964

Title: LECTURER

Tenure Status: 3-Lecturer

Language:

Theses Supervised:

Academic Experience:

Courses Taught: Hindi-Urdu 1A

AU Specialization: Foreign language teaching

Overseas Exp: India, Germany

Distinctions:

AU Publications:

Biographical Information/ APPENDIX 2

Irschick

Faculty Name: Irschick, Eugene
Department: History
Language Comp: Tamil-5, Telugu-5, French-5, German-5
Percent Affiliated: 70

Education:

Ph.D., University of Chicago, History, 1964

M.A., Univ. of Pennsylvania, South Asia Regional Studies, 1959

B.A. Gettysburg College, History & Religion, 1955

Title: PROFESSOR

Tenure Status:

Language:

Theses Supervised: 2

Academic Experience:

University of California, Berkeley Professor of History 1978-present
University of California, Berkeley Associate Professor History 1969-1978
University of California, Berkeley Assistant Professor, History 1964-1969
University of Chicago Acting Instructor Indian civilization course 1960-1961

Courses Taught: Modern South Asia; Formulating Women's Lives; The Conquest of India

AU Specialization: History and Politics of Modern South Asia.

Overseas Exp: India

Distinctions: Asian Cultural Council Award for Travel in Southeast Asia, 1991.

AU Publications: Irschick, Eugene. "Women's Bodies as Epistemic Sites," Pacific Coast Meetings of British Studies, Los Angeles, 30 March 1996.

Irschick, Eugene. "The Construction of Artistic Categories," College Art Association meetings, New York, 14 February 1997.

Iyer

Faculty Name: Iyer, Ganesh
Department: Haas School of Business
Language Comp:
Percent Affiliated:

Education:

Ph.D. in Management, University of Toronto, 1996.
Masters in Management Studies, Univ. of Bombay, 1984.
B.S. of Engineering, University of Bombay Values,

Title: PROFESSOR

Tenure Status: 1-Tenured

Language:

Theses Supervised: 3

Academic Experience:

July 2006 to June 2007: Harold Furst Associate Professor of Management Philosophy and Haas School of Business, UC Berkeley; July 2003 to June 2006
Associate Professor (with tenure), Haas School of Business, UC Berkeley

Courses Taught: MBA 206 - Marketing Management and Organization; EWMBA 206 - Doctoral Seminar, and Marketing

AU Specialization: Competitive marketing strategy.

Overseas Exp:

Distinctions: Finalist for the John D.C Little Best Paper Award for 2012; Informs Society for Marketing Science

AU Publications: Iyer, Ganesh, Guo, Liang. "Multilateral Bargaining and Downstream Competition," *Marketing Science*, 2013.

Iyer, Ganesh, Kuksov, D. "Competition in Consumer Shopping Experience," *Marketing Science*. 2012.

Biographical Information/ APPENDIX 2

Jain

Faculty Name: Jain, Usha
Department: South & Southeast Asian Studies
Language Comp: Hindi-5, Sanskrit-3, Urdu-4
Percent Affiliated: 100

Education:

M.A., Asian Studies, UC Berkeley, 1964

M.A., History, Agra University, India, 1960

B.A., Agra University, 1957

Title: SENIOR LECTURER

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

UC Berkeley Department of South and Southeast Asian Studies

1991-2007, Senior Lecturer in Hindi

Language and Literature; 2007-present, Recalled Senior Lecturer in Hindi Language and Literature

Courses Taught: Hindi

AU Specialization: Hindi language, Hindi literature, and computer courseware for teaching Hindi.

Overseas Exp: India and Pakistan (1979, 1984, 1987, 1989)

Distinctions: Nominated one of the top 28 professors for teaching at U.C. Berkeley, spring 1976 (by ASUC Primer);

AU Publications: Jain, Usha R. *Introduction to Hindi Grammar*. Berkeley, CA: Centers for South Asia Studies, University of California, 1995.

Jain, Usha R., Karine Schomer. *Intermediate Hindi Reader*. Berkeley, CA: Centers for South Asia Studies, University of California, 1999.

Jain, Usha R., and Usha R. Jain. *Advanced Hindi Grammar*. Berkeley: Center for South Asia Studies, U of California, Berkeley, 2007.

Jain, Usha. "The Gujaratis of San Francisco." New York: AMS Press, 1989.

Jaini

Faculty Name: Jaini, Padmanabh
Department: South and Southeast Asian Studies
Language Comp: English-5, Gujarati – 5, Hindi – 5, Marathi - 3
Percent Affiliated: 100

Education:

Ph.D., University of London

M.A., University of Bombay

Courses Taught: Jain Studies

Title: PROFESSOR (EMERITUS)

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Professor of Buddhist Studies, Department of South and Southeast Asian Studies

UC Berkeley, 1972-1994

AU Specialization: The study of Buddhism and Jainism, specifically the *Abhidharma* and for his critical editions of the *Abhidharmadīpa* (a *Vaiṣṇavika* treatise), the *Sāratamā* (a commentary on the *Aṣṭasāhasrikā Prajñāpāramitā*), and a collection of apocryphal *Jātakas*, the *Paññāsa-Jātaka*, that appeared in four volumes

Overseas Exp: India, United Kingdom

Distinctions: 2009 - Ahimsa Annual Award by Institute of Jainology, U.K., on the occasion of the Ahimsa Day celebration at the House of Commons, Partell House, The Attlee Suite, London.

AU Publications: Qvarnström, Olle, and Padmanabh S. Jaini. *Jainism and Early Buddhism: Essays in Honor of Padmanabh S. Jaini*. Fremont, CA: Asian Humanities, 2003. Print.

Jaini, Padmanabh S., and Mark Tully. *Christianity and Jainism: An Interfaith Dialogue*. Mumbai: Hindi Granth Karyalay, 2009. Print.

Biographical Information/ APPENDIX 2

Jalil

Faculty Name: Jalil, Qamar
Department: South and Southeast Asian Studies
Language Comp:
Percent Affiliated:
Education:
M.A., Punjab University

Title: LECTURER
Tenure Status:
Language:
Theses Supervised:
Academic Experience:

Courses Taught: Urdu language
AU Specialization: Urdu language
Overseas Exp:
Distinctions:
AU Publications:

Kaicker

Faculty Name: Kaicker, Abhishek
Department: History
Language Comp: ENGLISH – 5, HINDI – 5
Percent Affiliated: 50
Education:
Ph.D., History, Columbia University
M.A., University of British Columbia, 2006
B.A., Macalester College, 2004

Title: ASSOCIATE PROFESSOR
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
UC Berkeley, 2014–present

Courses Taught:
AU Specialization: South Asia in the early modern and modern periods, the development of cultures of politics in the Mughal empire in the early 18th century, particularly in the capital city of Delhi, urban spaces and the forms of politics they enable and engender, and more broadly in questions of the Mughal empire's end and the making of colonial authority in the subcontinent.
Overseas Exp: India
Distinctions:
AU Publications:

Biographical Information/ APPENDIX 2

Kaiser

Faculty Name: Kaiser, Mark
Department: Berkeley Language Center
Language Comp:
Percent Affiliated:
Education:
BA., Russian, University of Wisconsin
MA., Slavic Linguistics, University of Michigan
PhD., Slavic Linguistics, University of Michigan

Title: DIRECTOR
Tenure Status:
Language:
Theses Supervised:
Academic Experience:

Courses Taught: Educ. 256a - Research in Technology and Literacy: Theory and Practice of CALL

AU Specialization: Slavic studies.

Overseas Exp:

Distinctions: University of California Consortium for Language Learning and Teaching 2006

AU Publications: Kaiser, Mark. "Lexical Archaisms in Slavic: From Nostratic to Common Slavic. Bochum Publications in Evolutionary Cultural Semiotics," Bochum: Universitätsverlag Brockmeyer 26,1990.

Kaiser, Mark. "A Conversation with Jim Negri: A view from the high school." Language Teaching at Berkeley 22.2, 2007.

Kaiser, Mark. "The University and National Foreign Language Policy: A lecturers' perspective." Language Teaching at Berkeley 21.2, 2006.

Kaiser, Mark. "Oral Proficiency Interview Colloquium Convened at UC Berkeley." UC Consortium For Language, Learning and Teaching Newsletter 1.2, 2002.

Karras

Faculty Name: Karras, Alan
Department: International & Area Studies Teaching Program
Language Comp: Spanish, 3; French, 4
Percent Affiliated:
Education:
Ph.D., University of Pennsylvania
M.A., University of Pennsylvania
M.A., B.A., Johns Hopkins University

Title: LECTURER
Tenure Status:
Language:
Theses Supervised:
Academic Experience:

Courses Taught: Survey World History; Theory of Political Economy; Caribbean History, 1492- 1970; Social and Cultural History of Latin America and the Caribbean; Race Relations in the Context of European Colonization

AU Specialization: Social history of the Caribbean Islands, colonial history, and economic history.

Overseas Exp: Jamaica, Bahamas, Guadeloupe, Great Britain, France, Suriname, Trinidad

Distinctions: Fulbright Fellow, Bahamas, 1992

AU Publications: Karras, Alan, Maryland, Lanham. "Smuggling: Contraband and Corruption in World History." Rowman and Littlefield, 2009.

Karras, Alan. "The Atlantic World: Musings from the Irritated," Oxford Handbook of World History, Oxford: Oxford University Press, 2010.

Biographical Information/ APPENDIX 2

Kala

Faculty Name: Kala, Puneeta
Department: Institute for South Asia Studies
Language Comp: Fluent in English, Japanese, and Hindi,
familiar with French and German

Title: PROGRAM DIRECTOR
Tenure Status:
Language:

Percent Affiliated: 100

Education:

M.A., Study of Religion, Harvard University, 2000
M.A., Japanese Culture, University of Tsukuba, 1996
M.Phil., East Asian Studies, Jawaharlal Nehru University, 1993
M.A., Japanese, Jawaharlal Nehru University, 1991

Theses Supervised:

Academic Experience:

Program Director, Center for South Asia Studies,
UC Berkeley Nov 09-Present
Program Representative, CSAS, 2007-09
Professor, Center for the Pacific Rim, University
of San Francisco 2004

Courses Taught:

AU Specialization:

Overseas Exp: Japan, India

Distinctions: Fellow at the Center for Study of World Religions, Harvard University; Ministry of Education
Scholarship, Government of Japan; University Grants Commission Research Fellowship,
Government of India.

AU Publications:

Kanogo

Faculty Name: Kanogo, Tabitha M
Department: History
Language Comp:
Percent Affiliated:
Education:
Ph.D., University of Nairobi, 1981

Title: PROFESSOR
Tenure Status: 1-Tenured
Language:
Theses Supervised: 1
Academic Experience:

Courses Taught: History 112B- Modern South Africa, 1652 - Present; 100H- Special Topics in African History

AU Specialization: Africa: Kenya, social, cultural, women's and colonial history.

Overseas Exp:

Distinctions:

AU Publications: Kanogo, Tabitha M. *African Womanhood in Colonial Kenya, 1900-1950*. Oxford: James Currey
Publishers; Athens, Ohio: Ohio University Press; Nairobi: East African Educational
Publications, 2005.

Kanogo, Tabitha M. "Kikuyu History, Religions Systems and Rituals," *Encyclopaedia of African
Religions and Philosophy*, The Netherlands, 1999.

Kanogo, Tabitha M. "Women, Patriarchy and Production," *Independent Review* 1.3, 1997.

Kanogo, Tabitha M. "Colonialism and Gender: Depiction and Control of African Women,"
Ripensare La Storia Coloniale, Orientalia Karalitana 2, 1993.

Biographical Information/ APPENDIX 2

Krishnamurthy

Faculty Name: Krishnamurthy, Prasad
PROFESSOR

Department: Law

Language Comp:

Percent Affiliated:

Education:

B.A./M.A., University of Chicago (1999)

J.D., Yale Law School (2004)

M.A., Ph.D., UC Berkeley (2011)

Title: ASSISTANT

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Courses Taught: Legal Institutions and Global Economic Development; Law and Economics Workshop; Regulation of Finance

AU Specialization: Financial regulation, antitrust and competition policy, law and economic development, and distributive justice.

Overseas Exp:

Distinctions:

AU Publications: Krishnamurthy, Prasad. "Regulating Capital," Harvard Business Law Review, forthcoming

Krishnamurthy, Prasad. "Banking Deregulation, Local Credit Supply, and Small Business Growth," *Revise and Resubmit*, Journal of Law and Economics.

Krishnamurthy, Prasad, Pathania, Vikram, Tandon, Sharad. "Public Distribution System Reforms and Consumption in Chhattisgarh: An Empirical Analysis" *Economic and Political Weekly*, 2014.

Landreth

Faculty Name: Landreth, David

Department: English

Language Comp:

Percent Affiliated:

Education:

Title: ASSOCIATE PROFESSOR

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Courses Taught: The Teaching of Composition and Literature, Shakespeare: Shakespeare after 1600, Literature in English: Through Milton

AU Specialization: Renaissance and early modern; ideological and conceptual work performed by gold and silver coins in literary texts of the sixteenth century, the materiality of memory and of anachrony; the inter-disciplinary rivalry of words and images; the disciplining of English history by Italian humanists; and the infectious substance of early modern envy.

Overseas Exp:

Distinctions:

AU Publications: Landreth, David. "Crisis before Economy: Dearth and Reformation in the Tudor Commonwealth," *The Journal of Cultural Economy* 5.2, 2012

Landreth, David. "Wit without Money: Exhaustion and Abundance in Nashe's Accounts," *The Age of Nashe*, edited by Joan Pong Linton, Steven Guy-Bray, and Steve Mentz, Ashgate Press, forthcoming.

Landreth, David. "Once More into the Preech: the Merry Wives' English Pedagogy." *Shakespeare Quarterly* 55.4, 2004.

Biographical Information/ APPENDIX 2

Little

Faculty Name: Little, Layne R
Department: Religious Studies
Language Comp:
Percent Affiliated:
Education:

Title: LECTURER
Tenure Status:
Language:
Theses Supervised:
Academic Experience:

Courses Taught:

AU Specialization: Popular culture, religious studies, mythology and folklore, and Tamil literature.

Overseas Exp:

Distinctions:

AU Publications: Little, Layne R. *An Introduction to the Tamil Siddhas: Their Tantric Roots, Alchemy, Poetry, and the Nature of Their Heresy Within the Context of South Indian Shaivite Society*, 1997.
Little, Layne R. "Bowl Full of Sky: Story-Making and the Many Lives of the Siddha Bhōgar," University of California Press, 2006.
Little, Layne R. "An Introduction to the Tamil Siddhas: Tantra, Alachmey, Poetics and Heresy Within the Context of Wider Tamil Shaiva World," National Folklore Support, 2007.

Mahmood

Faculty Name: Mahmood, Saba
Department: Anthropology
Language Comp: Arabic-5; Urdu-5
Percent Affiliated: 50
Education:
Ph.D., Stanford University, 1998
M.A., University of Washington, Seattle, 1992
M.A., University of Michigan, Ann Arbor, 1987

Title: ASSOCIATE PROFESSOR
Tenure Status: 1-Tenured
Language:
Theses Supervised: 2
Academic Experience:
7/03—present: Assistant Professor, Dept. of Anthropology, UC Berkeley
7/03—12/03: Visiting Professor, Leiden University, The International Institute for the Study of Islam, The Netherlands

Courses Taught: South Asian Studies 99A Supervised Independent Study

AU Specialization: Religion, secularism, law and politics, ethics, gender and sexuality, Islam, the Middle East, Europe.

Overseas Exp: Lebanon, Egypt, Pakistan

Distinctions: Received Fellowship: The American Academy in Berlin (Spring 2013); Center for Advanced Study in the Behavioral Sciences at Stanford (2009-10); the Frederick Burkhardt Fellowship from the American Council of Learned Societies (2009-10); and the Carnegie Scholars award (2008-09)

AU Publications: Mahmood, Saba. *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton, NJ: Princeton UP, 2005.
Mahmood, Saba, Peter G. Danchin, and Alexei Penzin. *Politics of Religious Freedom: Contested Genealogies*. N.p.: n.p., n.d.
Mahmood, Saba. *Pious Formations: The Islamic Revival and the Subject of Feminism*. Princeton, NJ: Princeton UP, 2004.
Mahmood, Saba, Talal Asad, Wendy Brown, and Judith Butler. *Is Critique Secular? Blasphemy, Injury, and Free Speech*. University of California Press, 2009.

Biographical Information/ APPENDIX 2

Majumder

Faculty Name: Majumder, Arun

Department: Engineering

Language Comp: ENGLISH – 5, HINDI – 5

Percent Affiliated: 25

Education:

PhD., Mechanical Engineering, UC Berkeley 1989

M.S., Mechanical Engineering, Indian Institute of Technology, 1985

Title: DIRECTOR

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Courses Taught:

AU Specialization: Transformational energy research and development, reduce energy consumption in buildings, and energy efficiency.

Overseas Exp:

Distinctions: Director of the Advanced Research Projects Agency - Energy (ARPA-E)

AU Publications:

Malik

Faculty Name: Malik, Adnan

Department:

Language Comp:

Percent Affiliated:

Education:

M.A., Sociology, University of Chicago, Chicago, IL (2003)
University

B.A., Sociology, *magna cum laude*, Ohio Wesleyan

University, Delaware, OH (1992)

Title: LIBRARIAN

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Curator for the South Asia Collection at Cornell

Oct 2003- Nov 2005; Assistant Cataloger at
Regenstein

Library (Dec. 2000- Dec. 2003)

Courses Taught:

AU Specialization:

Overseas Exp:

Distinctions:

AU Publications:

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Malik

Faculty Name:	Malik, Jitendra	Title:	PROFESSOR
Department:	Electrical Engineering Computer Science	Tenure Status:	
Language Comp:	ENGLISH – 5, HINDI – 5	Language:	
Percent Affiliated:	10	Theses Supervised:	8
Education:		Academic Experience:	
	PhD., Computer Science, Stanford, 1985		University of California, Berkeley 1985 - present
	B.S., Electrical Engineering, Indian Institute of Technology, 1980		

Courses Taught: Introduction to Machine Learning, Individual Research, Research in Vision Science

AU Specialization: Artificial Intelligence (AI), Biosystems & Computational Biology (BIO), Control, Intelligent Systems, and Robotics (CIR), Graphics (GR), Human-Computer Interaction (HCI), Signal Processing (SP)

Overseas Exp: India, UK, Zurich, Switzerland

Distinctions: Advisory Board, Microsoft Research Labs

AU Publications: J. Barron and J. Malik, "High-Frequency Shape and Albedo from Shading using Natural Image Statistics," in Computer Vision and Pattern Recognition, 2011.

J. Lim, P. Arbelaez, C. Gu, and J. Malik, "Context by Region Ancestry," in International Conference on Computer Vision, 2009.

C. Bregler, J. Malik, and K. Pullen, "Twist based acquisition and tracking of animal and human kinematics," Intl. J. Computer Vision, vol. 56, no. 3, pp. 179-194, Feb. 2004.

C. Carson, S. Belongie, H. Greenspan, and J. Malik, "Blobworld: Image segmentation using expectation-maximization and its application to image querying," IEEE Trans. Pattern Analysis and Machine Intelligence, vol. 24, no. 8, pp. 1026-1038, Aug. 2002.

Mason

Faculty Name:	Mason, Carl N	Title:	LECTURER
Department:	Demography	Tenure Status:	3-Lecturer
Language Comp:		Language:	
Percent Affiliated:	15	Theses Supervised:	
Education:		Academic Experience:	
	Ph.D., Economics, University of California, Berkeley		Demography Lecturer, Demography Lab
	M.A., Operations Research, University of California, Berkeley		Director, CEDA computing director, Berkeley Population

Courses Taught: Demography 145AC American Immigrant Experience

AU Specialization:

Overseas Exp:

Distinctions:

AU Publications:

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Mehendale

Faculty Name: Mehendale, Sanjyot
Department: Near Eastern Studies
Language Comp: Persian-5; French-5; Dutch-5
Percent Affiliated: 25
Education:
Ph.D., University of California, Berkeley, 1997

B.A., University of Amsterdam, 1986

Title: LECTURER

Tenure Status: 3-Lecturer

Language:

Theses Supervised:

Academic Experience:

Consultant, Afghanistan: Hidden Treasures from the National Museum, Kabul, Exhibit, National Geographic Society, 2007-2009
Program Coordinator, Silk Road Initiative, Center for Buddhist Studies, UC Berkeley, 2007 - present

Courses Taught: C120 Buddhism- Silk Road

AU Specialization: Central Asia, archaeology of the silk route, early Central Asian cultures Archaeology of daily life.

Overseas Exp: Uzbekistan, France, Sri Lanka, Armenia

Distinctions: Ambassadors' Fund for Cultural Preservation Grant, American Center, Colombo, Sri Lanka, 2009

AU Publications: Mehendale, Sanjyot. "Women's Space and Place: A Closer Look at the Begram Ivory and Bone Carvings," Lotus Leaves 11.2, 2009.

Mehendale, Sanjyot. "Framing Afghanistan's Cultural Heritage," Orientations Magazine Ltd 40.1, 2009.

Mehendale, Sanjyot. "New Perspectives on the Begram Ivory and Bone Carvings," Topoi, Lyon, France, 2003.

Mehendale, Sanjyot. "The Silk Road: Past and Present," The Silk Road Project: Arts and Humanities Programs at Cal Performances, UC Berkeley, 2002.

Mena

Faculty Name: Mena, Carlos
Department: South & Southeast Asian Studies
Language Comp: Tamil
Percent Affiliated: 100
Education:

Title: GRADUATE STUDENT

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Courses Taught: South Asian Studies R5A Great Books of India

AU Specialization:

Overseas Exp:

Distinctions:

AU Publications:

Biographical Information/ APPENDIX 2

Metcalf

Faculty Name: Metcalf, Thomas
Department: History
Language Comp: ENGLISH -5, HINDI – 5
Percent Affiliated: 100
Education:
 Ph.D., Harvard University
 B.A. and M.A., Cambridge University
 B.A., Amherst College, 1955

Title: PROFESSOR (EMERITUS)
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
 University of California, Santa Barbara, assistant professor 1961-62
 University of California, Davis, visiting professor, 1996
 University of California, Berkeley 1962 to the present

Courses Taught: The British Empire and Commonwealth, Britain and Empire, Constructing Colonial Societies
AU Specialization: India's position as an imperial 'center' from which ideas, personnel, and institutions flowed out to the entire Indian Ocean region in the later 19th century.

Overseas Exp: India

Distinctions:

AU Publications: Metcalf, Thomas R. *Imperial Connections: India in the Indian Ocean Arena, 1860-1920*. Berkeley, CA: University of California Press, 2008.
 Metcalf, Thomas. *Modern India Anthology*, New York, 1970; revised 1990.
 Metcalf, Thomas. *Ideologies of the Raj*, Cambridge University Press, 1995.
 Metcalf, Thomas. *Imperial Connections*, University of California Press, 2007.

Mostafa

Faculty Name: Mostafa, Heba
Department: History of Art
Language Comp:
Percent Affiliated:
Education:
 B.Sc., Cairo University, 2001
 M.A., American University in Cairo, 2006
 Ph.D., University of Cambridge, 2012

Title: LECTURER
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
 07/2012-Present Sultan Post-Doctoral Teaching Fellow and Visiting Assistant Professor, Dept of History of Art and Center for Middle Eastern UC Berkeley; 09-04/2012 Lecturer, Univ. of Cambridge

Courses Taught: Art History C121A: Introduction to Islamic Art and Architecture; Arch 179P: Special Topics in the History of Architecture; NES C121A: Topics in Islamic Art

AU Specialization: The early development of Islamic architecture with an emphasis on interaction between the political and religious in the articulation of early Islamic authority through architecture within the mosque, palace and shrine.

Overseas Exp:

Distinctions: 2012 Sultan Postdoctoral Fellowship, UC Berkeley; 2009 Ferris Fund Travel Grant; 2009 Kettle's Yard

AU Publications: Mostafa, H. *A New World Order: Authority, Sacrality and Early Islamic Architecture*, Center for Middle Eastern Studies, UC Berkeley, 2012.
 Mostafa, H. *Religio-political Authority and the Rise of the Mosque and Shrine in Islam*, Oxford Center for Byzantine Research, Oxford University, 2012.

Biographical Information/ APPENDIX 2

Mukherjee

Faculty Name: Mukherjee, Bharati
Department: English
Language Comp: ENGLISH – 5, Bengali – 5
Percent Affiliated: 10
Education:
PhD., University of Iowa
M.A., Baroda, 1961
M.F.A., Iowa, 1963
B.A., Calcutta, 1959

Title: PROFESSOR
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
University of California, Berkeley 1987-present
McGill University 1966-78

Courses Taught: Studies in World Literature, in English, The Short Story

AU Specialization: World Literature, Creative Writing, Narrative & the Novel, post-colonial Anglophone fiction, Asian American fiction, autobiographical narratives, memoirs, American culture, immigration history, re-formation and nationhood in the 90's, multiculturalism vs. "mongrelization", fiction writing, autobiography writing, and the form and theory of fiction.

Overseas Exp: India

Distinctions:

AU Publications: Mukherjee, Bharati. *Miss New India*. Boston: Houghton Mifflin Harcourt, 2011. Print.

Nanda

Faculty Name: Nanda, Aparajita
Department: African Am Studies
Language Comp:
Percent Affiliated:
Education:
PhD in English at Jadavpur University

Title: LECTURER
Tenure Status: 3-Lecturer
Language:
Theses Supervised:
Academic Experience:

Courses Taught:

AU Specialization: African American literature and postcolonial studies.

Overseas Exp:

Distinctions: 2005: Beatrice Bain scholar at the University of California, Berkeley; 2003: Fulbright Faculty awardee

AU Publications: Nanda, Aparajita. *Identity Politics and the Voice of Autobiography in Sky Lee's "Disappearing Moon Café"*. Fiction and Autobiography: Modes and Models of Interaction 3, Peter Lang & University of Salzburg Publication, 2006.

Nanda, Aparajita. "From Immigrant Uncertainty to Positive Identity: A Course traversed in the Poems of Chitra Banerjee Divakaruni, Sharmili Mazumdar, Meena Alexander and Purvi Shah," *Asian-American Writing*. Ed. Somdatta Mandal 3. Prestige Publications, 2000.

Nanda, Aparajita. *Romancing the Strange: The Fiction of Kunal Basu*, Avantgarde Press, 2004.

Biographical Information/ APPENDIX 2

Natarajan

Faculty Name: Natarajan, Radhikha A

Department: History

Language Comp:

Percent Affiliated:

Education:

Title: GRADUATE STUDENT

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Courses Taught:

AU Specialization: British imperial and colonial history (1600 -), international history, British history, and twentieth-century.

Overseas Exp:

Distinctions:

AU Publications: Natarajan, Radhikha A. *Ties of Blood: How Thatcher Altered British*; 2013; Review of "Peoples on Parade," n.p., n.p. 2013.

Natarajan, Radhikha A. Review of "The Place for Me," n.p, n.p, 2012.

Niebel

Faculty Name: Niebel, Annabelle

Department: South & Southeast Asian Studies

Language Comp: Sanskrit, Hindi, Tamil

Percent Affiliated: 100

Education:

Title: GRADUATE STUDENT

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Courses Taught: South Asian Studies R5B India in the Writer's Eye

AU Specialization: Religion, particularly Bhakti, devotionalism, comparative studies between the bhakti movements in South Asia.

Overseas Exp:

Distinctions:

AU Publications:

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Obrock

Faculty Name: Obrock, Luther
Department: South & Southeast Asian Studies
Language Comp: Sanskrit
Percent Affiliated: 100
Education:

Title: GRADUATE STUDENT
Tenure Status:
Language:
Theses Supervised:
Academic Experience:

Courses Taught: South Asian Studies R5A Great Books of India

AU Specialization: The genesis of the twelfth-century Sanskrit historical text, the *Rājatarāṅgiṇī* (1149) and its continuation under the Kashmiri Sultans (c. 1420-1486), Sanskrit literature and literary theory, Kashmiri intellectual culture, historiography, and Indo-Persian.

Overseas Exp:

Distinctions:

AU Publications:

Pai

Faculty Name: Pai, Gita V
Department: South & Southeast Asian Studies
Language Comp: Tamil
Percent Affiliated: 100
Education:
Ph.D., UC Berkeley, Department of South Asian Studies.
MA, UC Berkeley, Department of South Asian Studies.

Title: ASSISTANT PROFESSOR
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
American Association of University Women
Dissertation Fellow (2008-09)
Fulbright-Hays DDRA Fellow (2006-07)
Doreen B. Townsend Center for the Humanities
Fellow (2005-06)
Designated Emphasis in Women, Gender and

Courses Taught: History 114B- Modern South Asia; History 11- India

AU Specialization: South Asian history (India); literary, artistic, and political cultures of South Asia.

Overseas Exp:

Distinctions:

AU Publications:

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Paramsivan

Faculty Name: Paramsivan, Vasudha
Department: South & Southeast Asian Studies
Language Comp: Hindi/Urdu -5, Braj , Sanskrit, Tamil
Percent Affiliated: 75
Education:
 Ph.D., UC Berkeley, 2010
 M.A., UC Berkeley, 2003
 B.A., Mount Holyoke College, 1999

Title: ASSISTANT PROFESSOR
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
 Middlebury College – Asst. Prof. in the Depart. Of Religion (2010 - 11)
 University of Chicago – Asst. Prof. in the Dept. of South Asian Languages & Civilization (2011-2013)
 University of California, Berkley – Asst. Prof. in the Dept. of South & Southeast Asian Studies (2013 – current)

Courses Taught: Introductory Topics in Religious Studies: Faith, Religion and Religious Experience; Reading & Composition: India in the Writer's Eye; Reading & Composition: The Great Books of India

AU Specialization: Early modern and modern literary cultures of North India (*Ramcaritmanas* of *Tulsidas*), exegetical literature, hagiographies, and narrative poetry in order to explore the complex sets of interactions among the various 19th-century literary cultures—sectarian, courtly, and colonial.

Overseas Exp: India

Distinctions: Chancellor's Dissertation Fellowship, University of California, Berkeley, 2008-2009; Dean's Normative Time Fellowship, University of California, Berkeley

AU Publications: Paramsivan, Vasudha. "Captivity and Curiosity," translation from Shekhar: Ek Jivani in Nationalism in the Vernacular: Hindi, Urdu, and the Literature of Indian Freedom, edited by Shobna Nijhawan. New Delhi: Permanent Black, 2010.

Paramsivan, Vasudha. "The Question of Economic Independence for Women" and "The Condition of Hindu Wives," translations in Mahadevi Varma: Political Essays on Women, Culture and Society, edited by Anita Anantharam. New York: Cambria Press, 2010.

Parikh

Faculty Name: Parikh, Tapan S.
Department: School of Information
Language Comp:
Percent Affiliated:
Education:
 Brown University: B.Sc. in Molecular Modeling (with Honors)
 University of Washington: M.S. in Computer Science
 University of Washington: Ph.D. in Computer Science

Title: ASSISTANT PROFESSOR
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
 2014: Sloan Fellowship, 2013: Hellman Hellman Fellowship, 2012 Paper; 2011: CAREER Award; 2010: ACM CHI Best Paper; 2010: IEEE ICDE Best Student Paper; 2010:

Courses Taught: Distributed Computing Applications and Infrastructure; ICT for Social Enterprise; User Interface Design

AU Specialization: Human-Computer Interaction (HCI), information and communication technologies for development.

Overseas Exp:

Distinctions:

AU Publications: Neil Patel, Krishna Savani, Paresh Dave, Kapil Shah, Scott R. Klemmer and Tapan S. Parikh. "Power to the Peers: Authority of Source Effects for a Voice-based Agricultural Information Service in Rural India," Information Technologies and International Development 9.2, 2013.

Biographical Information/ APPENDIX 2

Patel

Faculty Name: Patel, Nipam
Department: Molecular and Cell Biology
Language Comp:
Percent Affiliated:
Education:

Title: PROFESSOR
Tenure Status:
Language:
Theses Supervised: 5
Academic Experience:

Courses Taught:

AU Specialization: The study of the evolution of development mechanisms with a focus on the genes that regulate segmentation and regionalization of the body plan.

Overseas Exp:

Distinctions: NSF Predoctoral Fellowship, 1984-1987; Damon Runyon Walter Winchell Fellow, 1991-1992

AU Publications: Patel, Nipam, S. Lall, M.Z. Ludwig. "Nanos plays a conserved role in axial patterning outside of the diptera," *Current Biology* 13, 2008.

Patel, Nipam, M. Gerberding, W.E. Browne. "Cell lineage analysis of the amphipod crustacean *Parhyale hawaiiensis* reveals an early restriction of cell fates." *Development* 129, 2002.

Patel, Nipam, Lall. S. "Precision Patterning," *Nature* 415, 2002.

Paul

Faculty Name: Paul, Abhijeet
Department: South & Southeast Asian Studies
Language Comp: Hindi-5, Bengali-5
Percent Affiliated: 100
Education:
Ph.D., Calcutta University, 2003
Ph.D., The Open University, 2001-2005
M.A., Calcutta University, 1993
B.A., St. Xavier's College, 1990

Title: LECTURER
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
University of Michigan, Ann Arbor, Lecturer,
January-May 2005 University of California,
Berkeley, Lecturer, July 2005 – June 2006

Courses Taught: South Asian Studies R5B India in the Writer's Eye

AU Specialization: American literature, postmodernism, South Asian literature, colonialism, modernity, and Indian partition.

Overseas Exp: 6 years (India)

Distinctions: Recipient of the USEFI-Fulbright Pre-Doctoral Fellowship, 2000.

AU Publications: Paul, Abhijeet. "The Critique of Stagist History: Badal Sarkar's *Michil* (The Procession 1974)," *Salzburg Studies in English Literature and Culture SEL & C 1*, Coelsch-Foisner, Sabine/Klein, Holger, Eds. (Frankfurt am Main, Berlin, Bern, Bruxelles, New York, Oxford, Wien: Peter Lang Publishers,) 2004.

Paul, Abhijeet. "Book Review: Clinton B. Seely. 'The Slaying of Meghanada: A Ramayana from Colonial Bengal,'" *The Journal of Asian Studies*, New York: OUP, 2004.

Biographical Information/ APPENDIX 2

Ram

Faculty Name: Ram, Harsha
Department: Slavic Languages and Lit.; Comparative
Language Comp:
Percent Affiliated:
Education:
 B.A. Honours, University of New South Wales (Russian)
 B.A. Honours, University of Sydney (Italian).
 M.Phil, Yale University (Comparative Literature)
 Ph.D. , Yale University (Comparative Literature)

Title: ASSOCIATE PROFESSOR
Tenure Status:
Language:
Theses Supervised: 2
Academic Experience:

Courses Taught:

AU Specialization: Postcolonial studies: theories of nationalism, imperialism and cosmopolitanism; theories of world literature; Russian, European, Near Eastern and South Asian poetic traditions.

Overseas Exp:

Distinctions:

AU Publications: Ram, Harsha. *The Imperial Sublime: A Russian Poetics of Empire*. Madison, WI: U of Wisconsin, 2003. Print.

Ram, Harsha. "Introducing Georgian Modernism;" "Decadent Nationalism, 'Peripheral' Modernism: The Georgian Literary Manifesto between Symbolism and the Avant-garde," Cluster on Georgian Modernism including two manifestos by P'aolo Iashvili and T'itsian T'abidze, translated by Shota Papava and Harsha Ram, annotated by Harsha Ram. *Modernism/Modernity*, 2014.

Ray

Faculty Name: Ray, Isha
Department: Energy & Resources Group
Language Comp: Bengali-5, Hindi-3, French-1
Percent Affiliated: 60
Education:
 Ph.D., Applied Economics, Stanford University, 1997
 M.A., Food Research Institute, Stanford University, 1985
 B.A., Philosophy, Oxford University Professor, UC Berkeley

Title: ASSISTANT PROFESSOR
Tenure Status: 2-Tenure Eligible
Language:
Theses Supervised: 6
Academic Experience:

1999 - 2001: Ciriacy Wantrup Postdoctoral Fellow, UC Berkeley; 2002 - current: Assistant

Courses Taught: Seminar: Topical Issues in Energy & Resources Related to South Asia; Group Study: Current Research

AU Specialization: Energy, resources, politics and economics of water, on-farm water use, common property resource management, transnational river conflicts, access to water for the rural and urban poor developing countries, non-profit sector, and sustainable rural development.

Overseas Exp: Maharashtra, India; 1997: Colombo, Sri Lanka

Distinctions: Prytanean Faculty Award 2006; Ciriacy-Wantrup Postdoctoral Fellowship in Natural Resources

AU Publications: Bardhan, Pranab K., and Isha Ray. *The Contested Commons: Conversations between Economists and Anthropologists*. Malden, MA: Blackwell Pub., 2008. Print.

Gabrielle Wong-Parodi and Isha Ray. "Community perceptions of carbon sequestration: insights from California," *Environmental Research Letters* 4, 2009.

Biographical Information/ APPENDIX 2

Ray

Faculty Name: Ray, Sugata
Department: History of Art
Language Comp:
Percent Affiliated:

Education:

B.A., University of Calcutta, 2000
M.A., Maharaja Sayajirao University of Baroda, 2002
M.Phil., Centre for Studies in Social Sciences, 2003
Ph.D., University of Minnesota, 2012

Title: ASSISTANT PROFESSOR

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

2012-present: Assistant Professor, The History of Art

UC Berkeley; 2011: Visiting Lecturer
Department of Art History, UCLA; 2010:
Instructor

Courses Taught:

AU Specialization: Environmental thinking in Islamicate South Asia, the function of early modern non-European taxonomies and knowledge systems in shaping art history and museum practices, and global spatial cultures in early medieval South Asia to reconfigure the cosmopolitan aesthetics of the Islamicate in a longue durée.

Overseas Exp:

Distinctions: Postdoctoral Fellow, Forum Transregionale Studien, Wissenschaftskolleg zu Berlin, 2013-2014

AU Publications: Ray, Sugata. "Postcolonialism," in John M. MacKenzie, ed., *The Encyclopedia of Empire* (Malden, MA: Wiley-Blackwell, forthcoming).
Ray, Sugata. "Colonial Frames, 'Native' Claims: The Jaipur Economic and Industrial Museum," *The Art Bulletin*, 2014.
Ray, Sugata. "Of Muslim Kings and Hindu Gods: Remembering Mughal Visual Culture in Nineteenth-century North India," *Shangri La Working Papers in Islamic Art*, 2013.

Ray

Faculty Name: Ray, Raka
Department: South & Southeast Asian Studies; Sociology
Language Comp: Bengali-5, Hindi-3
Percent Affiliated: 100

Education:

Ph.D., University of Wisconsin, 1993
M.S., Sociology, University of Wisconsin, 1987
B.A., Sociology, Bryn Mawr College, 1985

Title: PROFESSOR

Tenure Status: 1-Tenured

Language:

Theses Supervised: 6

Academic Experience:

Interim Chair, Department of Sociology (2012);
Associate Chair, Department of Sociology (2010
2012); Chair, Personnel Committee, Department
of South and Southeast Asian Studies (2011-12)

Courses Taught: Power and Marginality Graduate Seminar

AU Specialization: Gender, inequality, emerging middle classes, South Asia, qualitative research methods, and social movements.

Overseas Exp: India 1987, 1990-91

Distinctions: Dept. of Edu. Title VI Grant for South Asia National Resource Center at the UC Berkeley, 2010

AU Publications: Baviskar, Amita, and Raka Ray. *Elite and Everyman: The Cultural Politics of the Indian Middle Classes*. New Delhi: Routledge, 2011. Print.
Ray, Raka. *Handbook of Gender*. New Delhi, India: Oxford UP, 2012. Print.

Biographical Information/ APPENDIX 2

Reimer

Faculty Name: Reimer, Jeffrey A
Department: Chemical and Biomolecular Engineering
Language Comp:
Percent Affiliated:
Education:
B.S., Engineering, UC Santa Barbara
Ph.D., Engineering, California Institute for Tech.

Title: PROFESSOR
Tenure Status:
Language:
Theses Supervised: 6
Academic Experience:
1984 -present: Professor, Department of Chemical Engineering, University of California, Berkeley; 2006-2011: Chair of the Department of Chemical and Biomolecular Engineering at Berkeley; 2000-2005 Associate Dean of the Graduate School at Berkeley

Courses Taught:

AU Specialization: Materials chemistry, applied spectroscopy, alternative energy, and nuclear spintronics.

Overseas Exp:

Distinctions: 2011 Fellow, American Physical Society; 2009 Fellow

AU Publications: Jeffrey A. Reimer and Cecil R. Dybowski. *Applied Spectroscopy*, Oxford University Press, 2013.

Jian Feng, Jeffrey A. Reimer. "Suppression of probe background signals via B1 field inhomogeneity," *Journal of Magnetic Resonance*, 2011.

Jonathan P. King, Yunpu Li, Carlos A. Meriles, Jeffrey A. Reimer. "Optically rewritable patterns of nuclear magnetization in gallium arsenide," *Nature Communications* 3, 2012.

Reinhard

Faculty Name: Reinhard, Rachel B
Department:
Language Comp:
Percent Affiliated:
Education:
Ph. D., University of California at Berkeley, History, 2005
M.A., University of California at Berkeley, History, 2000
B.A., Barnard College, American Studies, 1996

Title:
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
Instructor, Oral English and American Culture, Guizhou University, Peace Corps, China July 2009- July 2010; Assistant Professor, History and Social Studies, SUNY Cortland, Cortland, New York Aug 2005-Aug 2008

Courses Taught:

AU Specialization:

Overseas Exp:

Distinctions: Summer Research Grant, SUNY Cortland, Summer 2007, Fine Teaching Development Award, SUNY Cortland, 2007.

AU Publications: Reinhard, Rachel B. "Teaching History: A Journal of Methods," n.p, 2012.

Reinhard, Rachel B. "California History-Social Science Framework - Eighth Grade Course Description," n.p, 2013.

Biographical Information/ APPENDIX 2

Rejhon

Faculty Name: Rejhon, Annalee C
Department: Comparative Literature
Language Comp:
Percent Affiliated:
Education:
Ph.D. University of California, Berkeley (French) 1979

Title: LECTURER
Tenure Status:
Language:
Theses Supervised:
Academic Experience:

Courses Taught:

AU Specialization: Medieval French epic and romance and medieval French epics preserved in Middle Welsh.

Overseas Exp:

Distinctions:

AU Publications: Rejhon, Annalee C. *La Chanson de Roland - The Song of Roland: The French Corpus, Part 4: The Paris Version*. Turnhout (Belgium): Brepols Publishers, 2005. Pp. 403.
Rejhon, Annalee C. *The Song of Roland: Translations of the Versions in Assonance and Rhyme of the Chanson de Roland*. Turnhout, Belgium: Brepols Publishers, 2012.

Romm

Faculty Name: Romm, Jeffrey M.
Department: Environmental Science, Policy & Management
Language Comp: ENGLISH – 5, HINDI – 4, NEPALI – 3,
SPANISH – 3, THAI - 3

Title: PROFESSOR (EMIRITUS)
Tenure Status: 1- Tenured
Language:

Percent Affiliated: 60

Education:

Ph.D., Cornell University, 1970
M.S., Cornell University, 1968
B.S., University of California, 1964

Theses Supervised: 14

Academic Experience:

University of California, Berkeley, 1980-present
Cornell University, 1969-70

Courses Taught: Resource Policy, Race, Science, and Resource Policy, Individual Research

AU Specialization: Relations between social distributions of power and wealth, economic growth, and natural resources.

Overseas Exp: South & Southeast Asia

Distinctions: Chair, Center for South and Southeast Asia Studies – 1986-88

AU Publications: Romm, J. 2005. "The Social Revolutions in Forestry Management," *Forestry and Environmental Change: Socioeconomic and Political Dimensions*, Eds: J. L. Innes and G.M. Hickey, International Union of Forestry Research Organizations. CABI Publishing. 229-237.

Kelly, Maggi. Joshua B. Fisher, and J. M. Romm. 2005. *Scales of Environmental Justice: Combining GIS and Spatial Analysis for Air Toxics in West Oakland, California*. Elsevier: Health & Place. 1-14.

Troy, A. and J. M. Romm. 2004. "Assessing the price effects of flood hazard disclosure under the California Natural Hazard Disclosure Law (AB 1195)" 2004. *Journal of Environmental Planning and Management* 47: 137-162.

Biographical Information/ APPENDIX 2

Ronis

Faculty Name: Ronis, Jann M
Department: Buddhist Studies
Language Comp:
Percent Affiliated:
Education:
Ph.D. University of Virginia 2009

Title: LECTURER
Tenure Status:
Language:
Theses Supervised:
Academic Experience:

Courses Taught:

AU Specialization: The social histories of visionary cults, scholastic traditions, monastic reform movements, and sectarianism, Tibetan studies, Sinology, and the Tibetan and Chinese languages.

Overseas Exp:

Distinctions: 2011-2013: Shinjo Ito Postdoctoral Fellow

AU Publications:

Roy

Faculty Name: Roy, Ananya
Department: City & Regional Planning
Language Comp: Bengali-5; Hindi-5; Gujarati-5
Percent Affiliated: 25
Education:
Ph.D., University of California at Berkeley, 1999
M.A., University of California at Berkeley, 1994
B.A., Mills College, 1992

Title: ASSOCIATE PROFESSOR
Tenure Status: 1-Tenured
Language:
Theses Supervised: 15
Academic Experience:
Associate Dean of Academic Affairs, Division of International & Area Studies, 2005-present;
Faculty
Director of Berkeley Programs for Study Abroad, 2005-present

Courses Taught: IAS 115/ CP 115: Global Poverty: Challenges and Hopes in the New Millennium; ED 100: The City: Theories and Methods in Urban Studies; CP 271: Poverty, Politics, and Space; CP 200: *The History, Theory, and Ethics of Planning*

AU Specialization: The analysis of urban poverty in the global South, the investigation of new frontiers of capital accumulation, notably the conversion of economies of poverty into globally circulating capital, and the examination of new formations of global urbanism, notably bold urban planning experiments undertaken by nation-states in Asia. Roy engages with feminist and ethnographic methodologies and often draws upon post-colonial feminism for theoretical inspiration.

Overseas Exp: India, Egypt

Distinctions: 2009 California Professor of the Year; 2008 Golden Apple Teaching Award; 2006 Distinguished Teaching Award

AU Publications: Roy, Ananya, and Aihwa Ong. *Worlding Cities: Asian Experiments and the Art of Being Global*. Chichester, West Sussex: Wiley-Blackwell, 2011. Print.

Roy, Ananya. *Poverty Capital: Microfinance and the Making of Development*. New York: Routledge, 2010. Print.

Roy, Ananya. "Ethnographic Circulations: Space-Time Relations in the Worlds of Poverty Management" *Environment and Planning*, 2012.

Biographical Information/ APPENDIX 2

Roychowdhury

Faculty Name:	Roychowdhury, Jaijeet Shankar	Title:	PROFESSOR
Department:	Electrical Engineering and Computer Science	Tenure Status:	
Language Comp:		Language:	
Percent Affiliated:		Theses Supervised:	1
Education:		Academic Experience:	
	BS in Electrical Engineering, Institute of Technology in Kanpur, India 1987		
	Ph.D. UC Berkeley 1993		

Courses Taught:

AU Specialization: The analysis, simulation, design and architecture of electronic, biological and nanoscale systems.

Overseas Exp:

Distinctions:

AU Publications: N. R. Shanbhag, S. Mitra, G. de Veciana, M. Orshansky, R. Marculescu, J. Roychowdhury, D. Jones, and J. M. Rabaey. "The search for alternative computational paradigms," IEEE Design & Test of Computers 25.4 pp. 334-343, 2008.

S. Srivastava and J. Roychowdhury. "Independent and interdependent latch setup/hold time characterization via Newton-Raphson solution and Euler curve tracking on state-transition equations," IEEE Trans. Computer-Aided Design of Integrated Circuits and Systems 27.5, pp. 817-830, 2008.

Sanders

Faculty Name:	Sanders, Jerry W	Title:	SENIOR LECTURER
Department:	International & Area Studies Teaching Program	Tenure Status:	3-Lecturer
Language Comp:	Spanish-5	Language:	
Percent Affiliated:	10	Theses Supervised:	
Education:		Academic Experience:	
	Ph.D., University of California, Berkeley, 1980		
	M.A., New School for Social Research, New York, 1971		
	B.A., Arizona State University, 1967		

Courses Taught: Peace & Conflict Studies; Peace Theory

AU Specialization: Cosmopolitan theory; globalization and governance; global civil society; and neo-conservatism in American political culture and foreign policy.

Overseas Exp: Mexico-1997, Spain-1992, Argentina, and Sweden

Distinctions:

AU Publications: Sanders, Jerry W. *Peddlers of Crisis: The Committee On The Present Danger and The Politics of Containment*, South End Press, 1983.

Sanders, Jerry W. "The Great Debate of 2008," The Nation, November 2007.

Sanders, Jerry W. "Two Mexicos and Fox's Quandary," The Nation, February 2001.

Biographical Information/ APPENDIX 2

Sandhu

Faculty Name: Sandhu, Jaspal Singh
Department: School of Public Health
Language Comp:
Percent Affiliated:
Education:
BS - Mechanical Engineering, MIT
MS - Mechanical Engineering, MIT
PhD - Design, University of California, Berkeley

Title: LECTURER
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
Member, Funding Board; Alameda County
Innovations in Reentry Program (2013); Judge,
United States Patent and Trademark Office
Patents for Humanity competition (2012)

Courses Taught: PH290: Designing Innovative Public Health Solutions; PHW289: Interdisciplinary Seminar

AU Specialization: Innovation through design in public health and healthcare, and mobile phones for community health.

Overseas Exp:

Distinctions:

AU Publications: Sandhu, JS. "Measure Early, Measure Often: Rapid, Real-time Feedback in Design for Social Innovation," PopTech Editions, 2013.
Sandhu, JS. "Opportunities in Mobile Health," Stanford Social Innovation Review, Fall 2011.
Granderson J, Sandhu JS, Vasquez D, Ramirez E, Smith KR. "Fuel Use and Contextual Design Analysis of Improved Woodburning Cookstoves in the Guatemalan Highlands," Biomass and Bioenergy, 2009.

Sawhney

Faculty Name: Sawhney, Simona
Department: South and Southeast Asian Studies
Language Comp:
Percent Affiliated:
Education:

Title: LECTURER
Tenure Status:
Language:
Theses Supervised:
Academic Experience:

Courses Taught: Culture and the Ends of Education (MA) (EFLU, Hyderabad); Critical Approaches to Asian Literature

AU Specialization: South Asian literature, Sanskrit literature, Post-Colonial literature and theory, and literary theory.

Overseas Exp:

Distinctions: MacArthur International Faculty Exchange Fellowship, UMN, 2007; CLA Research Fellowship

AU Publications: Sawhney, Simona. *The Modernity of Sanskrit*. University of Minnesota Press, Permanent Black, 2008.

Sawhney, Simona. "Who is Kalidasa? Sanskrit Poetry in Modern India," Postcolonial Studies, 2004.

Sawhney, Simona. "Twentieth Century Literature," np., 2001.

Biographical Information/ APPENDIX 2

Saxena

Faculty Name: Saxena, Sanchita B
Department: Institute for South Asia Studies
Language Comp: English and Bengali (native)
Hindi (fluent), Spanish

Percent Affiliated: 100

Education:

Ph.D., Political Science, UCLA, 2002

M.A., Political Science, UCLA, 1997

B.A., Sociology & English, UC Davis

Title: EXECUTIVE DIRECTOR

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Executive Director, Institute for South Asia Studies

(ISAS), University of California at Berkeley, January 2007- January 2014

Assistant Director, Economic Reform and Development (ERD), The Asia Foundation, May 2004- September 2005

Courses Taught:

AU Specialization: Politics of economic reform, private-public dialogues, coalition building, role of NGOs in development, local economic governance and decentralization, business climate improvements, and international trade.

Overseas Exp: India, Bangladesh, Argentina

Distinctions: Subir and Malini Chowdhury Foundation Endowment to establish the Chowdhury Center for Bangladesh Studies (2013); U.S. Department of State, BULPIP-AIPS Urdu Training Program, (2013-2018); U.S. Department of Education, National Resource Center and Foreign Language and Area Studies Fellowship Programs- South Asia Studies, (2010-2014)

AU Publications: Saxena, Sanchita B. *Made in Bangladesh, Cambodia, and Sri Lanka: The Labor Behind the Global Garments and Textiles Industries*, New York: Cambria Press, forthcoming (2014).

Saxena, Sachita B. 11, 2012 December. *American Tariffs, Bangladeshi Deaths* - *NYTimes.com* (n.d.): n. pag. The New York Times, 11 Dec. 2011. Web. 13 June 2013.

Saxenian

Faculty Name: Saxenian, AnnaLee

Department: School of Information, City & Regional Planning

Language Comp:

Percent Affiliated: 70

Education:

Ph.D. Political Science, MIT

M.C.P. City and Regional Planning, UC Berkeley

B.A. Economics, Williams College

Title: DEAN, PROFESSOR

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

2004-present Dean, School of Information, UCB

2000-present Professor, School of Information Management and Systems, UC Berkeley

1989-present Full, Associate, and Asst. Prof.

Courses Taught: Information, Methods of Regional Analysis, The Politics of the "New Economy," The Urban and Regional Economy

AU Specialization: Information, city and regional planning, exploration of how "brain circulation" by immigrant engineers from Silicon Valley has transferred tech entrepreneurship to emerging regions in China, India, Taiwan, and Israel.

Overseas Exp:

Distinctions: Wei Lun Visiting Professorship, Chinese University of Hong Kong, Shatin, Hong Kong

AU Publications: Saxenian, AnnaLee. *A Fugitive Success: Finland's Economic Future* with Charles Sabel. Helsinki, Finland: SITRA Reports, 80. 2009.

Biographical Information/ APPENDIX 2

Scharffenberger

Faculty Name: Scharffenberger, George
Department: Master of Development Practice
Language Comp:
Percent Affiliated:
Education:

MPhil, the Institute of Development Studies, Univ. of Sussex
BS from Georgetown University's School of Foreign Service

Title: PROGRAM DIRECTOR

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

2006-2009: Executive Director, Blum Center for Developing Economies, UC Berkeley; 2009-2013: Special Advisor International Development Policy & Practice, UC Berkeley; 2004-2006: Executive Director of World Links

Courses Taught:

AU Specialization: Health, agriculture, forestry, biodiversity conservation, community development, and education.

Overseas Exp:

Distinctions:

AU Publications:

Scheper-Hughes

Faculty Name: Scheper-Hughes, Nancy
Department: Anthropology
Language Comp:
Percent Affiliated:
Education:

Title: PROFESSOR

Tenure Status:

Language:

Theses Supervised: 4

Academic Experience:

1994-1995: Chair of Anthropology at the Department of Social Anthropology, University of Cape Town
co-founder and Director of Organs Watch; advisor to the World Health Organization

Courses Taught:

AU Specialization: Critical Medical Anthropology, the anthropology of violence, madness and culture, inequality and marginality, childhood and the family, Ireland, Brazil, Cuba, and South Africa.

Overseas Exp:

Distinctions: Co-founder and Director of Organs Watch and Advisor to the World Health Organization (Geneva) on issues related to global transplantation.

AU Publications: Scheper-Hughes, Nancy, and Loic J. D. Wacquant. *Commodifying Bodies*. London: Sage Publications, 2002. Print.

Scheper-Hughes, Nancy. *Death without Weeping: The Violent of Everyday Life in Brazil*. Berkeley, CA: California UP, 1993. Print.

Scheper-Hughes, Nancy. *Saints, Scholars, and Schizophrenics: Mental Illness in Rural Ireland*. Berkeley: U of California, 1979. Print.

Biographical Information/ APPENDIX 2

Shastry

Faculty Name: Shastry, Shankar
Department: Engineering
Language Comp: ENGLISH – 5, HINDI – 5
Percent Affiliated: 10
Education:
Ph.D., EECS, UC Berkeley, 1981

B.S. EECS, 1979

B.Tech., Electrical Engineering, IIT, 1977

Title: DIRECTOR, PROFESSOR
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
University of California, Berkeley 1983 – present
Dean of the College of Engineering 2007 - Present
Director and PI of NSF Science and Technology Center “TRUST: Team for Research in Ubiquitous Security Technologies”, 2005-present.
Director of (CITRIS), 2005- 2007

Courses Taught:

AU Specialization: Artificial Intelligence (AI), Biosystems & Computational Biology (BIO), Control, Intelligent Systems, and Robotics (CIR), Security (SEC)

Overseas Exp: India

Distinctions: Chang Lin Tien Educational Leadership Award, 2010; Ph. D. Honoris Causa, Royal Institute of Technology, Stockholm, 2007; Ragazzini Award for distinguished career in Control education, American Control Council, 2005.

AU Publications: L. J. Ratliff, S. Coogan, D. Calderone, and S. S. Sastry, "Pricing in linear-quadratic dynamic games," in Proceedings of the 50th Annual Allerton Conference on Communication, Control, and Computing, 2012, pp. 1798-1805.

L. Schenato, B. Sinopoli, M. Franceschetti, K. Poolla, and S. S. Sastry, "Foundations of control and estimation over lossy networks," Proc. IEEE, vol. 95, no. 1, pp. 163-187, Jan. 2007.

Shetty

Faculty Name: Shetty, Sudha
Department: Public Policy
Language Comp: ENGLISH – 5, HINDI – 5
Percent Affiliated: 100
Education:
JD, University of Mumbai

Title: ASSISTANT DEAN, PROFESSOR
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
Assistant Dean, International Alliances & Partnerships, UC Berkeley 2012 - present
Program Director/Graduate Faculty, University of Minnesota 2007-2012

Courses Taught:

AU Specialization: International, Leadership and International Public Policy, Violence Against Women, International Child Abduction

Overseas Exp: India, Saudi Arabia

Distinctions: 2005 King County Washington Women Lawyers – Special Contributions to the Judiciary Award; 2005 NALP (National Association of Law School Placements) – Award of Distinction in Pro Bono and Public Service

AU Publications:

Biographical Information/ APPENDIX 2

Singh

Faculty Name: Singh, Jane

Department: Ethnic Studies

Language Comp: ENGLISH – 5, PUNJABI – 5, HINDI – 5

Percent Affiliated: 75

Education:

Ph.D., UC Berkeley

Title: PROFESSOR

Tenure Status: 2-Tenure Eligible

Language:

Theses Supervised:

Academic Experience:

Courses Taught: South Asian American Historical and Contemporary Social Issues

AU Specialization: Gender and generation in emerging South Asian American communities; activism and political movements in the South Asian diaspora; historical and contemporary race and ethnic relations in the U.S.; and connections between colonialism, neocolonialism, globalization, and South Asian emigration.

Overseas Exp: India

Distinctions:

AU Publications:

Sirasao

Faculty Name: Sirasao, Pranjali

Department: South and Southeast Asian Studies

Language Comp:

Percent Affiliated:

Education:

Title: LECTURER

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

2011- Present: Lecturer at Stanford University

2010-2011: Lecturer at UC Davis

Courses Taught: Hindi Language

AU Specialization: Second language acquisition theory and practices.

Overseas Exp:

Distinctions:

AU Publications:

Biographical Information/ APPENDIX 2

Smith

Faculty Name: Smith, Allan
Department: Public Health
Language Comp: ENGLISH - 5
Percent Affiliated: 70
Education:

Title: PROFESSOR
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
UC Berkeley

Courses Taught: Causal Inference and Meta-Analysis in Epidemiology, Special Study – Public Health

AU Specialization: US and international studies of the health effects of arsenic in drinking water, Risk assessment for occupational and environmental exposures, International health studies

Overseas Exp:

Distinctions: Director, Arsenic Health Effects Research Program

AU Publications: Basu A, Mitra S, Chung J, Guha Mazumder DN, Ghose N, Kalman DA, von Ehrenstein OS, Steinmaus C, Liaw J, Smith AH. Creatinine, diet, micronutrients, and arsenic methylation in West Bengal, India. *Environ Health Perspect.* 2011 Jun 7.

Smith AH, Steinmaus CM. Arsenic in drinking water. Editorial. *BMJ.* 2011 May 5.

Smith AH, Marshall G, Yuan Y, Liaw J, Ferreccio C, Steinmaus C. Evidence from Chile that arsenic in drinking water may increase mortality from pulmonary tuberculosis. *Am J Epidemiol* 173:414-420, 2011

Sood

Faculty Name: Sood, Avani Mehta
Department: Law
Language Comp: ENGLISH – 5
Percent Affiliated: 10
Education:

A.B., Princeton University (1999)

J.D., Yale Law School (2003)

M.A., Princeton University (2011)

Ph.D., Princeton University (2013)

Courses Taught: Criminal Law, Evidence, and a Colloquium on Law & Psychology

AU Specialization: How people make law and policy judgments, with a focus on questions relating to punishment, morality, justice, and legal compliance; the covert operation of motivated cognition (the inadvertent tendency to reason toward a desired outcome) in legal decision making.

Overseas Exp:

Distinctions:

AU Publications: Sood, Avani. Cognitive Cleansing: Experimental Psychology and the Exclusionary Rule, 103 GEORGETOWN LAW JOURNAL (forthcoming 2014).

Sood, Avani. "Motivated Cognition in Legal Judgments: An Analytic Review," 9 Ann. Rev. L. Soc. Sci. 307 (2013)

Sood, Avani. "The Plasticity of Harm in the Service of Criminalization Goals (with John Darley)," 100 Calif. L. Rev. 1313 (2012)

Sood, Avani. (*Aggressive Interrogation and Retributive Justice: A Proposed Psychological Model* with Kevin Carlsmith), in J. Hansen, ed., Ideology, Psychology, and Law 574-604 (2012)

Biographical Information/ APPENDIX 2

Sparham

Faculty Name: Sparham, Gareth

Department: Buddhist Studies

Language Comp:

Percent Affiliated:

Education:

Ph.D. from the University of British Columbia 1989

Title: LECTURER

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Courses Taught:

AU Specialization:

Overseas Exp:

Distinctions:

AU Publications:

Srinivasan

Faculty Name: Srinivasan, Janaki

Department: School of Information

Language Comp:

Percent Affiliated:

Education:

Ph. D. from UC Berkeley (2011)

Title:

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Courses Taught: Technology and Poverty; Qualitative Methods for Information Systems

AU Specialization: The use of Information and computer technologies for 'development,' and how rural computer centers work in India.

Distinctions:

AU Publications:

Biographical Information/ APPENDIX 2

Srivastava

Faculty Name: Srivastava, Sameer B.
Department: Haas School of Business
Language Comp:
Percent Affiliated:
Education:

AB, Economics, magna cum laude, Harvard College
MBA, Harvard Business School
AM, Sociology, Harvard University
PhD, Organizational Behavior/Sociology, Harvard University

Title: ASSISTANT PROFESSOR
Tenure Status:
Language:
Theses Supervised:
Academic Experience:

Courses Taught:

AU Specialization: Organizational sociology, organizational theory, network analysis, culture and cognition, and economic sociology.

Overseas Exp:

Distinctions: Garwood Center for Corporate Innovation Research Award (\$15,000), 2012; State Farm Companies

AU Publications: Srivastava, Sameer B. and Mahzarin R. Banaji. "Culture, Cognition, and Collaborative Networks in Organizations." *American Sociological Review*, 2011.
Marsden, Peter V. and Sameer B. Srivastava. "Trends in Informal Social Participation, 1974 – 2008." In Marsden, Peter V., *Social Trends in the United States, 1972-2000s: Evidence from the General Social Survey*. Princeton University Press, 2012.
Gulati, Ranjay and Sameer B. Srivastava. "Bringing Agency Back into Organizational Network Analysis." *Research in the Sociology of Organizations*. *Forthcoming*.

Sunkari

Faculty Name: Sunkari, Hephzibah
Department: South & Southeast Asian Studies
Language Comp: Telugu, English; Hindi, Sanskrit, Hebrew, and Greek
Percent Affiliated: 100
Education:

Ph.D., Telugu, University of Madras, Chennai, 1997
M.Phil., Telugu, University of Madras, Chennai, 1991
M.A., Telugu language and literature, Nagarjuna University, 1990

Title: LECTURER
Tenure Status: 3-Lecturer
Language:
Theses Supervised:
Academic Experience:

Teaching Telugu Language courses at UCB (2007-Present)

University Telugu course for graduate students in the Univ. of Madras, Chennai, India (93-95)

Courses Taught: Telugu Language

AU Specialization:

Overseas Exp:

Distinctions: Awarded ICHR (Indian Council of Historical Research) fellowship for the Ph.D. program (1992-1995)

AU Publications: Published Telugu articles on Bible Translations, Biblical names and Biblical languages in New Jersey Telugu Souvenir (2005-2006).
Published Telugu articles in Bay Area Telugu Christian Fellowship newsletter (2005-2006).

Biographical Information/ APPENDIX 2

Tait

Faculty Name: Tait, Vanessa
Department: South/Southeast Asia Library
Language Comp:
Percent Affiliated: 75

Education:

Ph.D., Sociology, University of California Santa Cruz, 2000
M.A., Sociology, University of California Santa Cruz, 1992

B.A., Political Science, University of California Santa Cruz

Courses Taught:

AU Specialization:

Overseas Exp:

Distinctions:

AU Publications: Tait, Vanessa. "Expanding Labor's Vision: the Challenges of Workfare and Welfare Organizing, in *The Sex of Class: Women Transforming American Labor*," Ithaca: Cornell University Press, 2007.

Tait, Vanessa. "Workers' Centers: Organizing Communities at the Edge of the Dream, *Qualitative Sociology*," *Encyclopedia of US Labor and Working-Class History*, edited by Eric Arneson, New York: Routledge, 2006.

Title: SPECIALIST & CURATORIAL ASST

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

South Asia Reference Specialist & Curatorial Assistant, South/Southeast Asia Library, UCB 1988-Present

Freelance writer and editor, 1990-Present
Archival researcher, UCB

Talwalker

Faculty Name: Talwalker, Clare
Department: International & Area Studies Teaching Program
Language Comp: Hindi-4, Marathi-4, Gujarati-1
Percent Affiliated: 100

Education:

Ph.D., Duke University, 2000
B.A., Dartmouth College, 1990

Title: VISITING ASST. PROFESSOR

Tenure Status: 3-Lecturer

Language:

Theses Supervised:

Academic Experience:

2010-Present: Vice Chair, Global Poverty and Practice Minor; Vice Chair at Global Poverty and Practice Minor; 2009-Present: Lecturer, Interdisciplinary Studies Field Major; 2005-Present
Lecturer, International and Area Studies Teaching Program

Courses Taught: Public Cultures in South Asia; Cultures and Capitalisms; Ethnographies of Globalization

AU Specialization: Post-colonialism and the urban Indian public sphere to the IASTP.

Overseas Exp: Ethnographic and archival research in western India (Mumbai, Pune, Kolhapur, Baroda) 2007

Distinctions: 2009 Professional Development Grant for Lecturers, University of California, Berkeley; 2005 Diversity

AU Publications: Talwalker, Clare. "Kindred Publics: Kin and Modernity in Western India," *Postcolonial Studies* 12.1, 2009.

Talwalker, Clare. "What Kind of Global Citizen is the Student Volunteer?," *Journal of Global Citizenship & Equity Education* 2.2, 2012.

Talwalker, Clare. *"Like Chutney for Rice," Untouchable Interventions in Indian Modernity*. N.p.: n.p., 2000. Print.

Biographical Information/ APPENDIX 2

Ubhi

Faculty Name: Ubhi, Upkar Kaur
Department: South & Southeast Asian Studies
Language Comp: ENGLISH – 5, PUNJABI – 5
Percent Affiliated: 100
Education:
M.A. Architecture, London University, 1996
B.A., South Asian Studies, London University, 1982

Title: LECTURER
Tenure Status: 3 - Lecturer
Language:
Theses Supervised:
Academic Experience:

Courses Taught: Punjabi Language

AU Specialization: Punjabi Language

Overseas Exp: London

Distinctions:

AU Publications:

Wade

Faculty Name: Wade, Bonnie C
Department: Music
Language Comp: Hindi-2, Japanese-2, German-2, French-2
Percent Affiliated: 25
Education:
Ph.D., University of California Los Angeles, 1971
M.A., University of California Los Angeles, 1967
B.A., Boston University, 1963

Title: PROFESSOR
Tenure Status: 1-Tenured
Language:
Theses Supervised: 5
Academic Experience:
1975-present, UCB Ethnomusicology and South Asian Music
1971-1975, Brown University, East Asian Music

Courses Taught: Indian Music Iconography; Music of India; Ethnomusicology; History Through Music & Art

AU Specialization: Hindustani music, general Indian and Japanese music and ethnomusicology. Historical and theoretical approaches to ethnomusicology.

Overseas Exp: Japan, India. India (1973-76, 1978, 1985, 1987, 1991, 1992); Japan (1999)

Distinctions: Principal Investigator for Freeman Foundation Grant (\$2 million) as Chair of the Group in Asian

AU Publications: Wade, Bonnie C. *Music in Japan: Experiencing Music, Expressing Culture*. New York: Oxford UP, 2005. Print.

Wade, Bonnie C. *Tegotomono: Music for the Japanese Koto*. Westport, CT: Greenwood, 1976. Print.

Wade, Bonnie C. *Thinking Musically: Experiencing Music, Expressing Culture*. New York: Oxford UP, 2004. Print.

Biographical Information/ APPENDIX 2

Washington

Faculty Name: Washington, Brad D

Department: International and Multicultural Education Department,
University of San Francisco

Language Comp:

Percent Affiliated:

Education:

2010 Ed.D. University of San Francisco

2006 M.A. University of San Francisco

2000 B.A. History & Religion, Hampden-Sydney

Title:

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

Assistant Professor at University of San

Francisco, Summer

2013-Spring 2014; Adjunct Professor at

University of San Francisco, Fall 2011- Jan.2013

Courses Taught:

AU Specialization:

Overseas Exp: Jamaica, Bahamas, Guadeloupe, Great Britain, France, Suriname, Trinidad

Distinctions: 2012 Awardee, Blackboard Online Exemplary Course Design, University of San Francisco; 2006
– 2008 Graduate Merit Scholar, University of San Francisco School of Education

AU Publications: Washington, B. *Building a community and a life: Perspectives of Chinese citizens pursuing
graduate study in the United States*, Manuscript Under Development, November, 2008

Washington, B. "Understanding Nonverbal Communication of Filipinos: A Traditional Form of
Literacy." *Journal of Filipino Studies*. 2008.

Wentworth

Faculty Name: Wentworth, Blake T

Department: South and Southeast Asian Studies

Language Comp:

Percent Affiliated:

Education:

Ph.D. University of Chicago (History of Religions), 2011

B.A. Dartmouth College (Religion), 1995

Title: ASSISTANT PROFESSOR

Tenure Status:

Language:

Theses Supervised:

Academic Experience:

2012- Present: Assistant Professor at UC

Berkeley; 2009-2012: Lector in Tamil and

Religious Studies,

Yale University; 2009: Visiting Lecturer,

"Celebrating South India," Cornell University;

2008: Lecturer, "An Intro. to Buddhism,"

Northwestern University

Courses Taught: Tamil Language

AU Specialization: Tamil's constitutive role in the premodern cultural and religious histories of South Asia.

Overseas Exp:

Distinctions: 2010: South Asia Language Resource Center Grant, The Tirukkalukkunram Project; 2004-2005:
Marty

AU Publications: Wentworth, Blake T. *Kampan's Ramayana: Youth*, Murty Classical Library of India,
Cambridge, MA: Harvard University Press, 2012

Wentworth, Blake T. *Tamarind History*, English translation of the Tamil novel "*Oru
Puliyamarattin Katai*" by Cuntara Ramacami. Delhi, Penguin, 2011

Biographical Information/ APPENDIX 2

Whittington

Faculty Name: Whittington, Rebecca D
Department: South and Southeast Asian Studies
Language Comp:
Percent Affiliated:
Education:

Title: GRADUATE STUDENT
Tenure Status:
Language:
Theses Supervised:
Academic Experience:

Courses Taught:

AU Specialization: Bengali, Tamil, translation studies, and comparative literature.

Overseas Exp:

Distinctions:

AU Publications:

Wolff

Faculty Name: Wolff, T
Department:
Language Comp:
Percent Affiliated:
Education:

Title:
Tenure Status:
Language:
Theses Supervised:
Academic Experience:

Courses Taught:

AU Specialization:

Overseas Exp:

Distinctions:

AU Publications:

Biographical Information/ APPENDIX 2

Vernon

Faculty Name: Vernon, James

Department: History

Language Comp:

Percent Affiliated: 15

Education:

Ph.D., University of Manchester, 1991

B.A., University of Manchester, 1987

Title: PROFESSOR

Tenure Status: 1-Tenured

Language:

Theses Supervised: 3

Academic Experience:

British Academy Postdoctoral Fellow,

University of Manchester, 1991-1994

Lecturer, University of Manchester, 1994-1998

Senior Lecturer in Modern History, University of Manchester, 1998-2000

Courses Taught: Hunger. An Unnatural or Modern History?; Anything on Imperial Britain; Histories of the British Empire

AU Specialization: Modern British history, history of the British empire, history and theory.

Overseas Exp:

Distinctions:

AU Publications: Vernon, James. *Hunger: A Modern History*. London, England: Belknap of Harvard UP, 2007. Print.

Vernon, James. "What was liberalism and who was its subject? Or, will the real liberal subject please stand up?" *Victorian Studies* 53.2, pp.303-310, 2011.

Vernon, James. "Canary in the coalmine," *The Times Higher*, 2011.

Von Rospatt

Faculty Name: Von Rospatt, Alexander

Department: South & Southeast Asian Studies

Language Comp: German-5, Nepali-4, Sanskrit-4

Percent Affiliated: 100

Education:

Habilitation, University of Hamburg, 2000

Ph.D., University of Hamburg, 1993

M.A., University of Hamburg, 1988

B.A., SOAS, University of London, 1985

Title: PROFESSOR

Tenure Status: 1-Tenured

Language:

Theses Supervised: 4

Academic Experience:

August 2003- Present: Appointment as Professor

of Buddhist and South Asian Studies in the

Dept. of South and Southeast Asian Studies at

UCB

Courses Taught: Religion in early India; The Practice of Buddhism in Nepal; Intro to Buddhism

AU Specialization: Tibetan and Nepalese Buddhism

Overseas Exp: Nepal, Germany, Austria, England, USA.

Distinctions: Appointment as visiting professor (for 2014) at the International College for Postgraduate Buddhist

AU Publications: Rospatt, Alexander Von. "Altering the Immutable. Textual Evidence in support of an architectural history of the Svayambhū caitya of Kathmandu," Franz-Karl Ehrhard and Petra Maurer, International Institute for Buddhist Studies, 2013.

Rospatt, Alexander Von. "Roots of Violence: Society and the Individual in Buddhism and Girard" (together with Jacob Dalton), forthcoming in Wolfgang Palaver and Richard Schenk, eds., René Girard and World Religions/ East Lansing, Michigan State University Press, 2014.

Biographical Information/ APPENDIX 2

Wakeman

Faculty Name: Wakeman, Frederic E.

Title: LECTURER

Department: History

Tenure Status:

Language Comp: ENGLISH- 5, CHINESE – 4, JAPANESE – 2, **Language:**
FRENCH -4, German - 1

Percent Affiliated: 10

Theses Supervised:

Education:

Academic Experience:

Ph.D., University of California Berkeley, 1965

M.A., University of California Berkeley, 1962

B.A., Harvard College, 1959

Courses Taught: Survey of Asia

AU Specialization: Ming-Qing social order; civil society in the Nationalist period; police, security, and secret service

Overseas Exp: China, Taiwan, Japan, England, France, Germany

Distinctions:

AU Publications: Wakeman, Frederic E. *Reappraising Republican China*, Oxford University Press, 2003.

Wakeman, Frederic E. *Spymaster: Dai Li and the Chinese Secret Service*, University of California Press, 2003.

Williams

Faculty Name: Williams, Joanna

Title: PROFESSOR (EMERITUS)

Department: History of Art

Tenure Status: 2-Tenure Eligible

Language Comp: FRENCH – 5, HINDI – 5, ORIYA – 5,
GERMAN – 2, SANSKRIT – 2

Language:

Percent Affiliated: 25

Theses Supervised: 2

Education:

Academic Experience:

Ph.D., Harvard University, 1969

M.A., Radcliff College, 1961 Foundation

B.A., Swarthmore College, 1960

Program Office for Education & Culture, Ford
1984-1986

UC Berkeley, 1978-present

Courses Taught:

AU Specialization: South and Southeast Asian Art.

Overseas Exp: India

Distinctions: Asian Cultural Council Award for Travel in Southeast Asia, 1991.

AU Publications: Williams, Joanna Gottfried, Cynthia Talbot, and Kazuhiro Tsuruta. *Kingdom of the Sun: Indian Court and Village Art from the Princely State of Mewar*. San Francisco, Ca.: Asian Art Museum - Chong-Moon Lee Center for Asian Art and Culture, 2007. Print.

Williams, Joanna Gottfried. *Essays on Orissan Art*. Jagatsinghpur, Orissa: Prafulla, 2005. Print.

Biographical Information/ APPENDIX 2

Wilton

Faculty Name: Wilton, Peter C
Department: Haas School of Business
Language Comp: ENGLISH- 5
Percent Affiliated: 10
Education:
Ph.D., Purdue University

B.A. (1st Class Honors), University of New South Wales, Sydney

Title: LECTURER
Tenure Status: 3-LECTURER
Language:
Theses Supervised:
Academic Experience:
Lecturer of Marketing, Haas School
of Business, 1992-present
Visiting Professor, Stanford University, 2000-
2001

Courses Taught: Global Market Strategy

AU Specialization: Marketing and corporate strategy, global strategy and international management, service strategy

Overseas Exp:

Distinctions: Best Paper Award, Finance & Treasury Association, 2001

AU Publications: Wilton, Peter C. "Technology Diffusion Through Effective Public Policy Communication," *R&D Enterprise* 1, no. 4 (July/August 1998).

Wilton, Peter C. "Building Customer Franchise: A Paradigm for Customer Partnering," *Monash Mt. Eliza Business Review* 1, no. 2 (July 1998).

Wilton, Peter C. "Consumer Satisfaction as a Process," with David K. Tse and Franco Nicosia. *Journal of Psychology & Marketing* 7, no. 3

Zafar

Faculty Name: Zafar, Nacem
Department: Haas School of Business
Language Comp:
Percent Affiliated:
Education:
Sc. B., Electrical Engineering, Brown University
MSEE, Electrical Engineering, University of Minnesota

Title: LECTURER
Tenure Status:
Language:
Theses Supervised:
Academic Experience:
2013-Present: Faculty Member, Staff Instructor
CET & Fung Institute of Engineering
Leadership, UC Berkeley; 2010-Present: Visiting
Faculty Member
Ozyegin University; 2007-Present: Faculty
member,
Haas Business School at UC Berkeley

Courses Taught:

AU Specialization:

Overseas Exp:

Distinctions:

AU Publications:

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Zettelmeyer

Faculty Name: Zettelmeyer, Florian
Department: Haas School of Business
Language Comp: ENGLISH- 5
Percent Affiliated: 10
Education:
Ph.D., Management, MIT
M.Sc., Economics, University of Warwick, UK

Title: PROFESSOR
Tenure Status: 1-Tenured
Language:
Theses Supervised: 6
Academic Experience:
Haas School of Business, UCB 2003-present
Vordiplom, Business Engineering, University of Karlsruhe, Germany

Courses Taught: Information in a Technology-Based Market

AU Specialization: Marketing implications of consumer search and uncertainty, and implications of the internet on traditional societies.

Overseas Exp:

Distinctions: Barbara and Gerson Bakar Faculty Fellow, 2007-2008

AU Publications: Zettelmeyer, Florian. "Contingent response to self-customization procedures: implications for consumer choice and satisfaction." (2008), Journal of Marketing Research, (conditionally accepted), (with Ravi Dhar and Ana Valenzuela)

Zettelmeyer, Florian. "\$1000 Cash Back: The Pass-Through of Auto Manufacturer Promotions.." (2006), American Economic Review, Vol. 96 (4), pp. 1253-1270 (with Meghan Busse and Jorge Silva-Risso)

Zinoman

Faculty Name: Zinoman, Peter B
Department: History, South & Southeast Asian Studies
Language Comp:
Percent Affiliated: 10
Education:
PhD, Cornell University

BA, Tufts University

Title: ASSOCIATE PROFESSOR
Tenure Status: 1-Tenured
Language:
Theses Supervised: 9
Academic Experience:
Co-Editor, Journal of Vietnamese Studies (2005-present)
Co-director, UC Berkeley History-Social Science Project (2003-present)
Chair, Center for Southeast Asia Studies (2003-2008)

Courses Taught: Vietnam War Controversies; Political and Cultural History of Vietnam; Political and Cultural History of Vietnam; Nationalism, Revolution and Reaction in Indonesia and Vietnam; Vietnam at War

AU Specialization: Southeast Asian History, Vietnam

Overseas Exp:

Distinctions: Association of Asian Studies Harry J. Benda Prize for Southeast Asia Studies (2003)

AU Publications: Zinoman, Peter. *The Colonial Bastille: A History of Imprisonment in Vietnam, 1862-1940*. Berkeley: U of California, 2001. Print.

Zinoman, Peter. "Vu Trong Phung's Dumb Luck and the Nature of Vietnamese Modernism." Editor/annotator/translator, *Dumb Luck: A Novel by Vu Trong Phung*, University of Michigan Press, 2002.

Biographical Information/ APPENDIX 2

Zook

Faculty Name: Zook, Darren C

Department: Political Science

Language Comp: Tamil, Hindi, Urdu, Malayalam

Percent Affiliated: 33

Education:

Ph.D., History, University of California Berkeley, 1998

M.A., History, University of California Berkeley, 1991

B.A., Political Science, University of Texas, San Antonio, 1988

Title: LECTURER

Tenure Status: 3-Lecturer

Language:

Theses Supervised:

Academic Experience:

UC Davis (1996)

Claremont McKenna College (1997-1998)

UC Berkeley (1999-present)

Courses Taught: History 114B - Modern South Asia

AU Specialization: Human rights, South Asia, politics of SE Asia, and Asian studies.

Overseas Exp: India, Pakistan, China, Iceland. India (1991, 1994, 1995, 1998, 2000, 2001), Sri Lanka (1998, 2000)

Distinctions: ASUC Outstanding Teacher Award, 2005 (first annual award by ASUC, Berkeley Hillel, and Haas)

AU Publications: Zook, Darren C. "Reforming North Korea: Law, Politics, and the Market Economy," n.p., 2012.

Appendix 3:

Performance Measure Forms



1. Project Goal Statement: Increase educational opportunities for underserved students and contribute to the success of those students in higher education and beyond

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p>A) Establish formal partnership with Peralta Community College District</p> <p>B) Enroll 20 UCB low-income first generation students per year in course that will train them in research methods and provide area studies opportunities</p> <p>C) Increase by 10% the number of students who receive FLAS awards based on financial need</p>	<p>A. (1) Establish a flagship office, at Berkeley City College and hire coordinator to oversee programs.</p> <p>B. (1) Work with the Office of Student Learning to identify underrepresented students and understand their needs.</p> <p>B (2) Develop syllabus with UCB faculty and EOP staff to provide maximum opportunities for students with an understanding for needs of this population</p> <p>C. (1) Create a publicity strategy for FLAS that reflects these priorities and inform faculty committee during review process.</p> <p>C. (2) Market FLAS through the Office of Student Learning which represents the needs of underrepresented groups.</p>								

1. Project Goal Statement: Broaden expertise about international curriculum subjects on the part of K-12 teachers through ORIAS and CHSSP programs

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p>A) Expand ORIAS area studies training for K-12 teaching to enhance classroom curriculum, reaching larger number of new teachers (10% annually) with diversified materials</p> <p>B) Expand K-12 teacher world area knowledge through CHSSP training workshops, increasing new teacher participation by 10% per year.</p>	<p>A. (1) Recruit widely for annual ORIAS summer workshop</p> <p>A. (2) Expand breadth of presentations to teachers by bringing in world area experts</p> <p>B. (1) Recruit new teachers to this opportunity</p> <p>B. (2) Develop new materials for presentation to teachers at workshops</p> <p>B. (3) Develop lesson plans for wider distribution</p>								

1. Project Goal Statement: Increase the number of students being trained in language and area knowledge in areas of national need

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p>A) Increase the number of area studies course offerings taught by renowned practitioners by 2 in this grant cycle</p> <p>B) Increase by 10% the number of students taking Bangla language at all levels</p>	<p>A. (1) Offer a course on contemporary Pakistan</p> <p>A. (2) Offer a course on contemporary Bangladesh</p> <p>B. (1) Provide students with more opportunities to conduct research or internships in Bangladesh (where Bangla is the spoken language)</p> <p>B. (2) Offer Advanced Bangla by year 3 in the grant cycle (2016-17)</p>								

Appendix 4:

Letters of Support





Peralta Community College District

333 East Eighth Street • Oakland, California 94606 • (510) 466-7200

June 4, 2014

With this letter, I offer my support and commitment to the new Partnership for International Education program (PIE), proposed by the UC Berkeley National Resource Centers (NRCs) in collaboration with Berkeley City College (BCC). The program seeks to establish a permanent Office of Global Awareness at BCC. While the office will be based at BCC, programs and resources will be available to students from the three other Peralta District campuses (Laney College, College of Alameda, and Merritt College).

I am very enthusiastic about launching this new project, which will offer a collaborative knowledge transfer program and provide new training opportunities for community college instructors and students. This new relationship between the UC Berkeley NRCs — Center for African Studies, Center for Latin American Studies, Center for Middle Eastern Studies, Center for Southeast Asia Studies, Institute for East Asian Studies, Institute for European Studies, Institute for Slavic, East European and Eurasian Studies, Institute for South Asia Studies — and the Peralta Community College District will allow both campuses to jointly develop the program starting in the first grant period.

Plans to establish an office at Berkeley Community College headed by Deolinda Adao, a foreign language lecturer at BCC with a dual appointment as a public education specialist at UC Berkeley, will allow greater access to students from the Peralta Community College District. I am confident that this project will serve the diverse faculty and student body at both BCC and UC Berkeley.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Ortiz", with a long, sweeping horizontal line extending to the right.

José M. Ortiz, Ed.D.

Chancellor, Peralta Community College District

Berkeley City College

College of Alameda

Laney College

Merritt College



INSTITUTE OF EUROPEAN STUDIES
207 MOSES HALL
BERKELEY, CALIFORNIA 94720-2316

FAX: (510) 643-3372
URL: <http://ies.berkeley.edu>

May 28, 2014

With this letter, I offer the following specific support and commitment to the new Partnership for International Education program (PIE), proposed by the UC Berkeley National Resource Centers (NRCs).

I am very enthusiastic about launching this new project which will offer a collaborative knowledge transfer program, providing new training opportunities for Community College teachers and students. This new relationship between the UCB NRCs; Center for African Studies, Center for Latin American Studies, Center for Middle Eastern Studies, Center for Southeast Asia Studies, Institute for East Asian Studies, Institute of European Studies, Institute of Slavic, East European and Eurasian Studies, Institute of South Asia Studies, and the Peralta Community College District, will be developed over a four year period.

In my dual role as both a Public Education Specialist at the Institute of European Studies, and a Foreign Language Lecturer at Berkeley City College (BCC), I plan to establish a permanent Office of Global Awareness at BCC which is the flagship campus for the Peralta District. This office will be the main point of contact and support for students and instructors in the Peralta Community College system creating a clear and durable pathway for engagement in global education.

Sincerely,

A handwritten signature in black ink, appearing to read "Deolinda Adao".

Deolinda Adao
Executive Director, PSP
Institute of European Studies

From: Char Perlas <char.perlas@wvm.edu>

Date: Tue, Aug 27, 2013 at 4:07 PM

Subject: 4-year plan

To: Martin BACKSTROM <backstrom@berkeley.edu>

Dear Martin:

Attached you will find a draft of Mission College's 4-year plan to help you and your colleagues prepare the NRC grant proposal.

Please let me know if you need more detail. You'll notice that we only listed prospective events within a timeline.

We look forward to participating in the these activities over the next several years

with the Institute of East Asian Studies, Center for South Asian Studies and Center for Southeast Asian Studies, and are committed to making our partnership a success.

Thanks!

Char

*Char Perlas PhD, MPA, MS
Director, MESA (Mathematics Engineering Science Achievement)
3000 Mission College Blvd.
Santa Clara, CA 95054
(408) 865-6041*

VERSION 1
AUGUST 26, 2013



MISSION
COLLEGE
SANTA CLARA

PRESENTED BY: MC NEH TEAM

MISSION COLLEGE

3000 MISSION COLLEGE BLVD. SANTA CLARA, CA 95054

ASIAN STUDIES ACTION PLAN

PLAN OVERVIEW

College:	Mission College , Santa Clara, CA
Responsible Persons:	Margaret Juncker, Myo Myint and Char Perlas
Emails:	Margaret.Juncker@wvm.edu , Myo.Myint@wvm.edu , Char.Perlas@wvm.edu
Primary Contact Phone:	(408) 855-5041

OBJECTIVE

Collaborative action plan that serves to provide students, faculty and staff with a variety of activities, events, professional development and training which emphasizes Asian studies.

PROJECT PLAN

Event/Activity	Year
1) Class Presentation to inform students of UCB's Asian Studies program and partnership with Mission College	Fall 2013
2) Curriculum Institute at CCSF.	Fall 2013
3) Faculty Professional Development Presentation at Mission College	Spring 2014
4) Asian Studies Career Panel	Fall 2014
5) Faculty Training	Fall 2014
6) Charter Bus to UCB for Faculty and Students for UCB Event/Workshop	Spring 2015
7) UCB Asian Study Student Panel at Mission College	Fall 2015
8) Asia Day at Mission College	Spring 2016
9) Faculty Training	Fall 2016
10) NEH Transfer Day/Orientation/Celebration (for students who have successfully transferred from Mission and CCSF to UCB's Asian Studies Program)	Spring 2017

*Ongoing – Travel stipends for UCB events, training and conferences

Brad Washington, MA, EdD
360 Vernon Street, No. 104
Oakland, CA 94610

June 2, 2014

Statement of Commitment

For UC Berkeley Title VI Centers Evaluation Program for K-14 Outreach

With this letter, I offer my full-fledged commitment to support the implementation of the UC Berkeley's Title VI National Resource Centers evaluation plan for the Office of Resources for International and Area Studies (ORIAS) summer workshops for K-14 teachers and for community college instructors.

I have been working with the UC Berkeley Title VI National Resource Centers (Center for African Studies, Center for Latin American Studies, Center for Middle Eastern Studies, Center for South Asia Studies, Center for Southeast Asia Studies, Institute for East Asian Studies, Institute of European Studies, and Institute of Slavic, East European, and Eurasian Studies) as an external evaluation consultant since 2010 to evaluate ORIAS programs, and plan to continue this work and relationship with these Centers for this next grant period (2014-2018).

My primary objective will be to refine existing survey instruments used to assess the impact and effectiveness of the ORIAS programs, to examine the surveys' results after implementation beginning in 2015, and to present my findings on the results to the Centers. I am looking forward to continuing this working relationship, and to help the Centers ensure that ORIAS continues to offer substantive and valued programming to the K-14 community.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Brad Washington', is written over a light blue horizontal line.

Dr. Brad Washington